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ABSTRACT

The Center for Peace Education is an ecumenical nonprofit organization that provides educational programs for peace and social justice in the Cincinnati (Ohio) area. In the 1980s, through a gradual process, the Center introduced nonviolence and conflict-resolution training into several urban schools in and around greater Cincinnati. In 1992 the Center began to offer college credit to some participants in its nonviolent conflict-resolution training. Two of the Center's programs are conflict-resolution curricula. The "Students' Creative Response to Conflict" (SCRC) and the Cooperative Discipline Program give both students and teachers the skills to resolve conflicts without violence. The Peer Mediation program uses trained student peer mediators to resolve conflicts that have already occurred between two students. These programs were evaluated in 1992-93, with the SCRC's receiving the most attention. Direct observation and surveys of participants provided evaluation data. Evaluation of the three programs demonstrates that the organization is a valuable resource for reducing the potential for violence in the Cincinnati public schools. Four appendixes present details about the evaluation. There are 31 tables of evaluation data. (SLD)

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EVALUATION
of the
Center for Peace Education
Programs 1992–1993

FINAL REPORT

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EVALUATION OF THE CENTER FOR PEACE EDUCATION PROGRAMS 1992 - 1993

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The Center for Peace Education (CPE) is a Cincinnati-based nonprofit educational organization which provides training for young people and adults in creative conflict management. Members of the board of directors include Marvin Berlowitz, Sally Hyde, Charles Jackson, Pat McNamee, Stephen Newsom, Sephira Peri-Okonny, Leonard Webb, and Torri Wilson. Mary McCoy is executive director and Kim Wenger is administrative assistant.

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TABLE OF CONTENTS

I. Title Page — Page 1.

II. Table of Contents — Page 2.

III. Location of Tables and Charts — Page 4.

IV. Report Overview — Page 6.

V. Introduction — Page 7.

VI. Program Components

A. Students Creative Response to Conflict — Page 20.

1. program description — Page 20.

2. site description — Page 26.

3. program goals — Page 28.

4. evaluation design — Page 28.

5. evaluation results — Page 30.

B. Cooperative Discipline — Page 57.

1. program description — Page 57.

2. site description — Page 60.

3. program goals — Page 64.

4. evaluation design — Page 65.

5. evaluation results — Page 65.

C. Peer Mediation — Page 78.

1. program description — Page 78.

2. site description — Page 81.

3. program goals — Page 83.

BEST COPY AVAILABLE

TABLE OF CONTENTS

4. evaluation design Page 83.

5. evaluation results Page 84.

VII. Discussion Page 88.

A. Conclusions Page 91.

B. Recommendations Page 93.

VIII. Footnotes Page 98.

IX. Appendices Page 100.

A. Fieldnote References

B. Site Maps

C. Surveys

D. Activities

TABLES AND CHARTS

1. Table of SCRC training schedule Page 22.

2. Table of treatment and control school matching criteria Page 29.

3. Table SCRC evaluation design Page 30.

4. Table of SCRC attendance teacher in-services Page 33.

5. SCRC teacher survey overall summary Page 36.

6. SCRC teacher survey factor loaded questions and correlations Page 37.

7. SCRC teacher survey MANOVA Page 38.

8. SCRC teacher survey univariate f statistics for factor loadings Page 39.

9. SCRC student survey overall summary Page 41.

10. SCRC student survey factor loaded questions and correlations Page 42.

11. SCRC student survey MANOVA Page 43.

12. SCRC student survey univariate f statistics for factor loadings Page 43.

13. SCRC discipline referral data overall summary Page 45.

14. SCRC discipline referral and outcome correlation table Page 46.

15. SCRC discipline referral partial correlation controlling for school Page 47.

16. SCRC discipline referral data MANOVA Page 48.

17. SCRC discipline referral data multivariate test for trend analysis Page 48.

18. SCRC discipline referral data univariate f test for trend analysis Page 49.

19. SCRC suspension data MANOVA Page 52.

20. SCRC suspension data multivariate test for trend analysis Page 53.

21. SCRC suspension data univariate f test for trend analysis Page 53.

22. SCRC treatment and control school CAT results Page 55.

BEST COPY AVAILABLE

TABLES AND CHARTS

23. Cooperative Discipline schedule of trainings Page 60.

24. Cooperative Discipline training sites comparison of CAT results Page 76.

25. Cooperative Discipline training sites comparison of suspension data Page 77.

26. Peer Mediation training sites comparison of CAT results Page 86.

27. Peer Mediation training sites comparison of suspension data Page 87.

28. SCRC chart of inferential trend analysis and table of means for discipline referral data of treatment and control schools Page 50.

29. SCRC chart of descriptive data of three grades by experience level of trainer Page 51.

30. SCRC chart of inferential trend analysis and table of means for suspension data of treatment and control school Page 54.

31. Cooperative Discipline training attendance chart Page 66.

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Report Overview

The evaluation for the Center for Peace Education is divided into five parts. The introduction serves as the executive summary. The introduction provides a brief history of the Center for Peace Education and a short description for each of the Center for Peace Education's conflict resolution programs. We provide the context for which the training occurred, discussing the Bronson Settlement and the Junius Williams report. We introduce the evaluators and the evaluation design and discuss the relationship between the evaluators and Center for Peace Education administrators. In addition, we provide some of the significant statistical findings, as well as a synopsis of collected qualitative data.

Following the introduction we provide an extensive review of each of the Center for Peace Education's conflict resolution programs. We describe each program in detail and the context of the school where the separate trainings occurred. We include both process and outcome results for each program. We include tables and charts within the text, and appendix our field observation references to the back of the report. Examples of activities for each program are appended to the back of the report, as are the survey instruments.

Finally, our discussion section offers conclusions regarding the strengths and weaknesses of the Center for Peace Education's conflict resolution programs. And provides recommendations to improve upon these programs.

It is to the credit of the Center for Peace Education and the funding sources for the research (Fifth-Third Bank, Proctor and Gamble, and the Greater Cincinnati Foundation) to incorporate an evaluation component into the deployment of services. Such evaluation is severely lacking across the rest of the country, and Cincinnati is a model for such work to follow elsewhere.

I. Introduction

The Center for Peace Education (CPE) was created in the late 1970's as an ecumenical non-profit organization that provided educational programs for peace and social justice in the greater Cincinnati area. The Center for Peace Education's early mission basically was to disseminate information and provide space for organizing around a variety of issues, related to local and global non-violence and human rights.

In the 1980's through a gradual process, the Center for Peace Education introduced non-violence and conflict resolution training into several schools in and around greater Cincinnati. Thus, CPE established a reputation as local leader in the training of teachers and students in conflict resolution.

National statistics have demonstrated that violence is an epidemic sweeping across our country. In 1992, the Hamilton County Juvenile Court, handled 134 felony cases involving children 12 years of age or younger. Last school year 16 percent of Cincinnati's public school students, or 7,986 children, acted in ways that resulted in their receiving out-of-school suspension. The need for effective non-violent conflict resolution techniques has become particularly acute for the children of Cincinnati.

Another reason for this need is evidenced by the Bronson vs. Cincinnati Public Schools lawsuit which sought legal recourse regarding racial discrimination against African Americans by the Cincinnati Public Schools. A 1992 report, authored by Dr. Junius Williams, documented racial disparities regarding suspensions and expulsions in the Cincinnati Public Schools. From 1981 - 1990, suspensions for black students in the Cincinnati Public Schools increased fifty-nine percent, while suspensions for white students increased by about eighteen percent.[1] Dr. Williams' report

discerned that African Americans are disproportionately suspended or expelled for offenses that European Americans are not suspended or expelled for. Williams recommended conflict resolution training as a means to address the disparity.

In 1992 the Center for Peace Education and the Peace Education Program at the Teachers' College of the University of Cincinnati entered into an agreement that offered college credit to participants of the Center for Peace Education's non-violent conflict resolution trainings. Many of the participants are public school teachers in need of college credit to maintain their teaching certificates. Such collaboration amongst a community organization, a major university and a public school system is unprecedented in the United States.

The Center for Peace Education administers three non-violent conflict resolution programs: Students' Creative Response to Conflict (SCRC), Cooperative Discipline and Peer Mediation. The first two programs fall under a category in what has been defined in the literature as "Conflict Resolution Curriculum".[2] Conflict resolution curricula are designed to actively create an environment and improve interpersonal relationships whereby conflicts are resolved in creative and constructive processes. The curricula provides both teachers and students the necessary skills to resolve a conflict without having to resort to violence. Therefore, the conflict resolution curriculum are considered prevention models.

Peer Mediation has been identified as a "conflict intervention strategy." [3] Peer Mediation for students is a procedure that utilizes the services of trained student "peer mediators" to resolve conflicts that have already manifested between two other students. The process is voluntary, requiring the consent of both disputants. The intervention can occur at any stage of the dispute. Ideally, mediation is to be initiated by one of the disputants but disputants can also be referred to mediation by a teacher, counselor or school administrator.

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Students' Creative Response to Conflict was deployed in an inner city elementary school with the terms of the deployment of services negotiated by the Center for Peace Education and the school. Cooperative Discipline training was deployed in four inner city schools for teachers from the Cincinnati Public School System. The deployment of services were negotiated by the Center for Peace Education and Dr. Lionel Brown, deputy superintendent in charge of the Office of Student Discipline of the Cincinnati Public Schools. Peer Mediation training was developed for two high schools in Cincinnati. The deployment of services were negotiated with each high school the Office of Student Discipline and the Center for Peace Education.

In June of 1992, the Center for Peace Education in conjunction with the Peace Studies Program at the Teachers College of the University of Cincinnati began recruiting graduate students to participate in the evaluation of the Center for Peace Education's programs in conflict resolution. A doctoral student who had graduated from the Harvard Graduate School of Education was retained as the lead evaluator.

In order to facilitate an adequate understanding of the Center for Peace Education programs, the lead evaluator enrolled in the summer courses for the Students' Creative Response to Conflict, Cooperative Discipline and Peer Mediation and received college credit at the University of Cincinnati. In addition the lead evaluator received advanced training in SCRC and attended CPE's seminar in racism and conflict resolution held at the University of Cincinnati in August of 1992.

In the Autumn of 1992, a student in the Masters Program in the Department of Curriculum and Instruction of the Teachers' College at the University of Cincinnati volunteered to participate as an evaluator. This evaluator had received training in the Childrens' Creative Response to

Conflict program in Nyack, New York (upon which SCRC is based) and was retained to conduct the qualitative data collection at the site of the Students' Creative Response to Conflict training.

The lead evaluator conducted an extensive literature review to find an "evaluation model" that could be replicated. The review uncovered that a replicate study was non-existant. Furthermore, it was discovered that the studies for all of the school-based conflict resolution programs, nationwide, are built upon less than empirical foundations. Because of the lack of a scientific foundation, it was decided by the evaluators to follow the advise of Light, Singer and Willet, and Glesne and Peshkin[4] and establish a pilot study to determine how to best evaluate the Center for Peace Education's conflict resolution programs.

The pilot study does not preclude the deployment of an evaluation design. On the contrary, an integrated qualitative/quantitative design was established to collect and analyze data for each Center for Peace Education conflict resolution program. A set of predetermined goals was established for each program. The evaluation examined each objective and established measures to evaluate process and outcome variables.

Because of the comprehensive deployment of services, the Students' Creative Response to Conflict program received the preponderance of evaluation resources. The SCRC evaluation consists of a matched - comparison of the treatment and a control school. Outcome variables, regarding discipline referrals and suspensions were collected on a monthly basis and submitted to a multivariate trend analysis. Post hoc surveys, measuring training effects on both teachers and students, were administered and submitted to statistical treatment for the two group comparison. Attendance data was gathered regarding teacher attendance for the SCRC in-services. Achievement variables, as measured by the California Achievement Tests, were collected for the 1991 - 1992 and 1992 - 1993 school years.

In addition, over sixty hours of observation are logged for the SCRC trainings. Unstructured interviews of trainers, teachers, instructional assistants, students and administrators were conducted to follow up questions generated by the observations. A content analysis of the teachers' and administrators' responses to an open-ended group interview was also included.

The evaluation of the Cooperative Discipline Program consisted of over thirty hours of site observation comparisons. Two open ended surveys were administered and content analysis performed for both surveys. Unstructured interviews of teachers, instructional assistants, administrators, and trainers were conducted to follow up questions generated by the observations. Attendance data was gathered for each Cooperative Discipline teacher in-services. Suspension data for the 1991 - 1992 and 1992 - 1993 school years were collected and compared for each school. Finally, achievement data as measured by the California Achievement Test for the 1991 - 1992 and 1992 - 1993 school years was collected and compared for all four locations.

The evaluation of the Peer Mediation Program consisted of over ten hours of on-site observations for the two training conditions. Pre-test/post-test surveys were designed to be administered to teachers and students at both training cites. Suspension data for the 1991 - 1992 and 1992 - 1993 school years was collected and compared for both schools. Achievement data as measured by the California Achievement Test for the 1991 - 1992 and 1992 - 1993 school years was collected and compared for both schools.

In addition the executive director from the Center for Peace Education requested from the lead evaluator a bi-monthly report of activities. The lead evaluator used this opportunity to implement a process evaluation which alerted the Center for Peace Education's executive director to problems that were occurring out in the field, as well as what was working. The process

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evaluations proved to be invaluable in several instances which are described in greater detail in the component reports.

To better understand the context of the evaluation results it must be stated that the Center for Peace Education experienced some internal conflicts that affected the evaluation and results. Unlike traditional organizations which control conflict through a hierarchical system of authority, CPE promotes the sharing of power and it embraces conflict.

In the summer prior to the training and research, there was an irreconcilable conflict between the Center's executive and education directors that eventuated in the departure of the education director at the end of August 1992. A new education director did not begin work until October. Though a talented and charismatic individual, he had no training in two of CPE's programs. The demands upon him were great to learn these programs, implement them, and learn and implement his administrative responsibilities without the aid of a transition period with the former education director. As a result, experienced coordination for the training programs was not possible.

Further conflicts occurred during the course of the 1992 - 1993 school year. The new education director and the lead evaluator had a conflict that impinged upon developing a successful working relationship between them. The new education director and the executive director also experienced conflict, as did the lead evaluator and the principal at the site of the SCRC training.

In another organization, such conflicts might have destroyed the entire pilot project. It was a testament to the processes of the very programs that the Center for Peace Education employs that the project did not fall apart. In other words, the participants were committed to resolving the conflicts and creatively sought out solutions that allowed the project to continue. That in and of itself was a major success.

The uncertainty of funding also played a major role in the deployment of services and the evaluation design. The uncertainty of funds precluded CPE from retaining the services of experienced trainers who opted for other more secure work opportunities. In addition, the funding delay almost cost CPE to lose the evaluation component of the project, as the researchers also needed definite funding.

Given the above considerations, the overall results of the first year evaluation of the Center for Peace Education programs are encouraging. In general terms, the Center for Peace Education was successful in meeting the administrative goals of staffing all the training positions that the Center needed, delivering the contracted deployment of services as scheduled, and providing Continuing Education Units or University of Cincinnati graduate college credits to the teacher participants in the Center's trainings.

Standardized instruments to measure teacher attitudes specific to the theme areas of the Students' Creative Response to Conflict training were nonexistent. The evaluators spent considerable time developing an instrument to measure SCRC training with the teachers. A second untested instrument to measure the attitudes of students specific to the theme areas of the SCRC training existed but had to be modified.

Both instruments were administered after the Students' Creative Response to Conflict training was concluded at the training site and to a school population that closely matched the training school. Both instruments had moderate reliability scores and were analyzed using "principal components analysis." A statistically significant difference was found between the two groups. Results of the teacher survey demonstrated that the teachers in the SCRC training "strongly agreed" with positive statements regarding affirmation, cooperation, communication and

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conflict resolution. The teachers in the control condition only "agreed" with the positive statements regarding affirmation, cooperation, communication and conflict resolution.

The results of the student survey demonstrated that there was a statistically significant difference between the two groups. The children in the SCRC answered "yes" with greater frequency on the positive statements of communication and cooperation then students in the control condition.

The Peer Mediation training used a standardized instrument, with a low reliability score, that was developed by another organization specifically for Peer Mediation training. The pre-test results for both groups demonstrated that the students receiving Peer Mediation training had positive attitudes regarding conflict and alternatives to fighting. A post-test was not administered due to the very late start of the Peer Mediation training. The evaluators decided to readminister the instrument in the 1993 - 1994 school year when follow-up training is scheduled for both schools.

Discipline referral data was rigorously analyzed for the Students' Creative Response to Conflict treatment and control schools. The data was collected and categorized on a monthly basis in the SCRC training site and was collected retroactively from the archives at the control school. All precautions were taken to protect the privacy rights of the students in both schools. The data was then submitted for correlation and trend analysis. The results demonstrated that no statistical relationship existed between discipline referrals and out-of-school suspension. There was "no treatment effect" on discipline referrals. Out-of-school suspensions did decrease at the site of the Students' Creative Response to Conflict training, but no statistical connection could be made between the SCRC training and the reduction in out-of-school suspensions.

SCRC's emphasis upon attitudinal changes regarding conflict are congruent with the Cincinnati Public Schools' mandate to reduce out-of-school suspensions. There are many factors

which can influence any program's success in reducing out-of-school suspensions, the principal's discipline style and parental intervention to name but two. In changing school personnel and parental attitudes, regarding discipline, SCRC provides the creation of alternatives to out-of-school suspension. Theoretically, SCRC training has the potential to eventuate a connection between conflict resolution training and a reduction in suspensions which future research will take into account.

We had mentioned earlier that internal conflicts and delays in funding hurt the Center for Peace Education's ability to retain experienced trainers. There were only two experienced trainers conducting classroom workshops at the Students' Creative Response to Conflict school. Descriptive statistics demonstrate that discipline referrals were lower in the classrooms with the most experienced trainer. We conclude that having experienced trainers is important.

The Center for Peace Education has three categories of trainers. Level III trainers are the most experienced CPE trainers. Level III trainers have completed the requirements for both Level I and II trainers and a minimum of two years experience with CPE training. In addition, Level III trainers have co-facilitated at least two comprehensive trainings, and have 20 one-on-one classroom teachers' workshop consultations. Level III trainers effectively take on the responsibilities for overall workshop coordination, mentoring Level I and II trainers, assessment and evaluation.

Level II trainers have completed all requirements of Level I training with a minimum of one year experience with CPE training. In addition, Level II trainers have assisted in the planning and the co-facilitation of at least one comprehensive training, and have at least 10 one-on-one classroom teachers' workshop consultations.

Level I trainers are the newest CPE recruits with a minimum of thirty hours of CPE program training and demonstrated knowledge of the goals, philosophy and benefits of a particular CPE program. Level I trainers are to assist Level III trainers in all phases of a CPE training.

Suspensions, comparing 1991 - 1992 to 1992 - 1993 school year data, decreased in all but one of the schools receiving conflict resolution training from the Center for Peace Education. The evaluators did not have access to the discipline referral data at the schools where Cooperative Discipline and Peer Mediation training occurred. Operating on the analysis generated from the Students' Creative Response to Conflict training, we conclude that the predictive property of discipline referral data for suspension would not be applicable in the Cooperative Discipline and Peer Mediation schools.

Attendance is a basic yet important outcome variable for all of the workshops. If teachers were signed up for the workshops but did not attend that would be indicative of ineffective training. Attendance by participants for the training workshops ranged from sixty percent to eighty percent for each programs' overall schedules. These percentages indicate effective training.

A pattern of "positive professional relationships" between trainers, teachers, administrators, and instructional assistants was found in each of the CPE trainings. Evidence of these positive relationships are found in the self statements made by teachers and administrators during the teacher in-services for each program. Field observations record that on sixteen separate occasions, a teacher or administrator spontaneously mentioned the trainer by name during the workshop and complimented the trainer for an insight or technique. The lead evaluator knows of at least two trainer/teacher relationships that will continue regardless if training continues in the respective schools.

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The pattern of positive professional relationships is further evidenced by the reciprocity of acknowledgment by the trainers that they had learned from the teachers. Field observations document that at every training site for each CPE program, the facilitators recognized that they had learned from the teachers.

The evaluators also discerned a pattern of positive professional relationships amongst facilitators and students. The primary indicator was "name recognition," without the use of nametags, during trainer and student interactions. In the Students' Creative Response to Conflict training, field observations recorded nine such incidents when a classroom facilitator was called by name by a student, and the facilitator responded by using the student's name.

In the Peer Mediation trainings, there were five such occasions of student/facilitator interactions when name recognition was recorded. Further evidence of the positive professional relationship between students and facilitators is provided in the form of student/facilitator interactions during the breaktimes of the trainings. Students have a choice of who to associate with during the break. On two separate occasions, one for each training location, the evaluator documented students and facilitators conversing, for several minutes, during the breaks.

Another pattern that emerged from all of the Center for Peace Education teacher in-services was the reporting from teachers and administrators of the "positive effects" of the teacher in-services. Three distinct themes have been discerned from the field observations: 1) the development of a common language amongst colleagues regarding discipline, 2) feelings of community developed by the workshop circles, and 3) greater awareness of student needs and motivations of behavior. In at least three conditions, the Center for Peace Education was invited back to continue training for school members who did not receive training in the 1992 - 1993 school year.

A related theme to trainer quality is the concern that more attention needs to be paid to the race of trainer. In the SCRC training six of the seven trainers were white while over ninety-five percent of the students were black.

In all three training programs the participants requested activities that emphasized conflict resolution rather than supporting activities. The primary concern in all three training conditions was making the supporting activities of communication and cooperation relevant to the resolution of conflict.

Finally, communication between the Center for Peace Education, the Cincinnati Public Schools (central office and individual schools), and the evaluation team needs to be improved. Teachers complained about the "lack of understanding" regarding the time requirements for the CEUs or university credits. In addition, the evaluation team needs to be kept informed about the training dates and locations in a proactive manner by the Center for Peace Education. Communication also needs to be improved amongst the Center for Peace Education and the other service providers operating in the schools where training is being conducted by the Center for Peace Education, so that reinforcement of mutual goals can be achieved.

In summary, the first year was an invaluable "learning year" whereby the Center for Peace Education had to practice much of what it teaches. The evaluation of the CPE's conflict resolution programs demonstrates that the CPE is a viable organization in dealing with conflicts which occur in the Cincinnati Public Schools. With certain limitations, each of the Center for Peace Education's conflict resolution programs produced positive process and outcome results.

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The evaluators also provide evidence that the formation of the workshop circle for all of the trainings is an effective organizing strategy in reducing spontaneous conversations. We document that when participants were not placed in a circle they engaged in more "side conversation" while another person was addressing the larger audience. The circle seemed to reduce these side conversations because the seating arrangement makes it more difficult for cliques to form and for persons to converse discreetly.

Some critical themes which emerged from our study provide grist for the mill in improving the Center for Peace Education's conflict resolution programs. One such theme from both the Students' Creative Response to Conflict Program and Cooperative Discipline trainings is the "age appropriateness" of the activities. Age appropriate activities were of special concern to pre-school, kindergarten and special education teachers.

A second critical theme involved the time required to set up classroom workshop circles. In the Students' Creative Response to Conflict training concerns were raised about the time required to set up a classroom workshop circle. Conjoined to the above mentioned concern is the "noise factor" in moving chairs and desks to form a circle. Noise is a special concern to those teachers who are in multi-storied buildings.

The "quality of trainers" was yet another concern mentioned in both the Students' Creative Response to Conflict and Cooperative Discipline training programs. Unstructured interviews revealed that the quality of the trainer is closely related to the classroom experience of the facilitator, enthusiasm in delivering the workshops, the use of relevant examples and activities in a school setting, and the absence of a paternalistic attitude.

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The Students Creative Response to Conflict

Program Description

The Students Creative Response to Conflict program (SCRC) is a derivative of the Children's Creative Response to Conflict program (CCRC) first conceived by Priscilla Prutzman and the American Friends Service Committee in the early 1970's. Though not explicitly stated in either organizations' training manuals, the theoretical underpinnings of the CCRC and SCRC programs can be found in the work of Dr. Morton Deutsch[2].

Morton Deutsch's theory centers around the notion that conflict can either be a constructive or destructive process depending upon the environment in which such conflicts occur. Conflicts that occur in competitive, win - lose environments create destructive conflict resolution processes. Conflicts that occur in cooperative environments are more conducive to constructive conflict resolution processes. Deutsch notes, that "In effect, most conflict resolution training programs seek to instill the attitudes, knowledge and skills which are conducive to effective, cooperative problem solving and to discourage the attitudes and habitual responses that give rise to win - lose struggles."[3] Both the CCRC and SCRC programs are designed to create the cooperative environments conducive to constructive conflict resolution processes.

To create a cooperative environment, the SCRC program has established five theme areas that are essential for such an environment, they are: *affirmation, cooperation, communication, appreciation of differences/bias awareness* and *creative conflict management.* The theme areas, taught in a systematic developmental format, allow each theme to build upon the other.

The SCRC workshop follows a basic general format. First the lead SCRC facilitator prepares the workshop area by forming the chairs into a circle. The circle is an integral part in the

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SCRC workshop because the circle develops a sense of community unmatched by other types of seating arrangements. After the participants arrive, the facilitator will begin the session with a gathering activity. The gathering activity familiarizes the participants with each other and introduces the workshop theme. The agenda review follows, consisting of a posted agenda for the workshop's theme area and the activities used to reinforce the theme. Participants are given the opportunity to amend the agenda.

The theme area is taught primarily through activities. For example, in the communication theme area. "good and bad" listening is taught through an activity where participants divide into small groups and role play examples of good and bad listening. After the activity, the circle reconvenes and processes, either by round robin or voluntary discussion, the activity that has just transpired. The facilitators' role is to ask questions that help participants gain insight into the underlying the process (See appendix D. Activities).

The Students' Creative Response to Conflict training was administered by the Center for Peace Education at an inner-city elementary school in Cincinnati. The deployment of services covered training for eighteen volunteer members of the school. Teachers from the preschool through sixth grades received training, along with the principal of the school and support staff members.

The training schedule was negotiated by the Center for Peace Education and the principal of the school. The training covered an eight month period from October 1992 through May of 1993. Deployment occurred in three phases: a) firefighting phase, b) SCRC in-service phase, and c) SCRC classroom facilitation phase. Table 1 graphically portrays the treatment design.

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base	Octob	Novem	Decem	Januar	Februa	March	April	May
wk1					CLRF	CLRF	CLRF	CLRF
wk2	FF	FF	FF		INS	INS	CLRF	INS
wk3			INS	INS	CLRF	CLRF	INS	
wk4	FF	FF		CLRF	INS	INS	CLRF	
wk5				INS		CLRF	INS	

Table 1 Schedule of Trainings. FF=firefighting session, INS=teacher in-service CLRF=classroom facilitation.

To accommodate the needs of the school, two facilitators co-facilitated the firefighting sessions. A single lead facilitator was to conduct the SCRC in-service sessions. Five additional trainers facilitated the classroom workshops.

The first phase of the SCRC training, the firefighting techniques, was developed by the Center for Peace Education for members of the treatment school. The firefighting sessions were requested by teachers at the school to help the teachers "stabilize their classrooms" before the formal introduction of SCRC training. Five two-hour sessions occurred during the three month period, whereby two SCRC facilitators helped teachers develop a repertoire of techniques to manage classroom behavioral problems. Each session utilized the general Students' Creative Response to Conflict training workshop format.

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The firefighting workshops incorporated techniques from several programs including the Students' Creative Response to Conflict, Cooperative Discipline, and Educators' for Social Responsibility program in conflict resolution. In combining the different programs the facilitators were to address specific classroom behavioral problems. This differed from the Students' Creative Response to Conflict program were the workshops' focus upon the establishment of an environment that is conducive to constructive conflict resolution processes.

The firefighting workshops also were an afterthought in the original plan for the deployment of services at the school. The evaluation team's original research design was to use the time period that the firefighting techniques were deployed under as a *baseline time period*, a time when no treatment occurred, to collect discipline referral data and compare the baseline data to the time period when the Students' Creative Response to Conflict program was fully deployed. The introduction of the firefighting techniques reduced the baseline period from four months to one month.

The lead facilitator for the firefighting sessions is one of the Center for Peace Education's most experienced trainers. The woman, an elderly white female, is rated a level III trainer in both Cooperative Discipline and Students' Creative Response to Conflict. This same woman also served as the coordinator for the Cooperative Discipline training that the Center for Peace Education deployed at four sites in the Cincinnati Public Schools

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The co-facilitator was the new education director for the Center for Peace Education. A young African American male, he had three years of experience working in the schools as a community organizer and was a recent recipient of the Students' Creative Response to Conflict training. The co-facilitator had a pre-existing relationship with the school, working with the principal on Title 1 programs.

The lead evaluator observed only a portion of the first two firefighting workshops. The firefighting workshops were open to the entire school faculty. Attendance at both of the observed workshops numbered twenty-eight school members.

In addition, the first firefighting workshop was videotaped by the Center for Peace Education's to be used in a promotional video for the organization. The videotaping did not appear to impinge upon the workshop nor did any of the participants appear uncomfortable or resistant to the activity of being videotaped.

The Students' Creative Response to Conflict in-services began in December of 1992. Originally the lead trainer was to be the former education director of the Center for Peace Education who left after an irreconcilable difference with the CPE's executive director. The second choice for lead trainer, also an African American female, declined to accept the position. Finally, the CPE obtained the services of an African American male for the position of lead trainer for the SCRC teacher inservice trainings. The lead trainer has an extensive background in similar trainings in the corporate world but little school experience.

The SCRC in-services, covered ten different sessions occurring semiweekly over a five month period. The in-services cover each one of the five theme areas in two concurrent sessions, utilizing the basic SCRC workshop format. The in-services were approximately two hours long, occurring on the second and fourth Mondays of the month, immediately following a principal's meeting.

The SCRC classroom facilitation's occurred in classrooms with teachers who participated in the biweekly in-services. The classroom facilitation's lasted for one hour once a week on the off week when the inservice did not occur. A total of ten classroom facilitation's were conducted for each teacher that volunteered. The classroom facilitation's followed the same basic SCRC format.

There were seven classroom facilitators. Two have already been described, the CPE's education director, who provided facilitation for the Severe Behavioral Handicapped classroom, and the lead facilitator of the firefighting techniques, who provided training for the kindergarten and preschool classrooms.

The CPE has defined three levels of training for each conflict resolution program. Although the programs differ and the training for each program varies the training levels share some general guidelines. Level III trainers are the CPE's most experienced trainers with a minimum three years of CPE training experience. In addition, Level III trainers have assumed all responsibility for at least one comprehensive training, co-facilitated two comprehensive training sessions, facilitated twenty classroom workshops and mentored Level I and II trainers.

Level II trainers are the CPE's next most experienced trainers with a minimum of two years CPE training experience. Level II trainers have co-facilitated one comprehensive training and participated in the planning of an additional comprehensive training. Level II trainers have facilitated a minimum of ten classroom workshops.

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Level I trainers are CPE's novice trainers and have received a minimum of eighteen hours of CPE training. Level I trainers are to assist Level II and III trainers in comprehensive trainings. Level I trainers provide classroom workshops under the mentoring of a Level III trainer.

The remaining classroom facilitators included a white female with a Level III rating in SCRC, and Peer Mediation and a Level I rating in Cooperative Discipline. She provided SCRC training for the sixth grade classrooms. An older white female with a Level II rating in SCRC provided training for preschool classrooms. Another white female, with a Level I rating in both SCRC and Cooperative Discipline provided training for third grade classrooms. A white female with a Level I rating in both SCRC and Cooperative Discipline provided training for the fourth

grade classrooms. A white male with a Level I rating in SCRC training, provided training for the same Severe Behavior Handicap classroom as the education director.

The lead facilitator tried to meet on a regular basis with the classroom facilitators to process what was transpiring in the trainings and classroom workshops. The meetings were irregular and generally occurred after the teacher in-services. The lead evaluator never observed any of the sessions in their entirety but noticed that attendance for these meetings were marginal and never reached one hundred percent attendance with all of the classroom trainers.

Finally, it was the mission of the trainers to facilitate, by modeling for the teachers in the classroom, an understanding of successful conflict resolution techniques. The teachers now so equipped were to model the same process for their students.

Site Descriptions

Site 1. The school where the SCRC training was conducted is a small and old neighborhood school located on the east side of Cincinnati. The school building sits in the middle of a neighborhood where the houses are losing their paint on the sides of the house. A neighborhood convenience store, across a side street of the school, has a large neon sign advertising beer. Just one block away, moving towards a large city park, houses begin to take on more luxurious appearances.

Though an older facility the physical appearance of the building is immaculate. Hallways, stairwells and doorways are all clean. The building itself is free of the graffiti that can be found on buildings close to the school. Providing a clean environment for the students appears to be a top priority for the school staff.

On one occasion the evaluator conducted a playground observation and found the school maintenance personnel sweeping the concrete playground free of broken glass and debris. When

the man was asked how often he swept the playground he said, "Every week and when necessary" (See appendix A. Fieldnote #1).

The room where the SCRC inservice workshops were conducted is an upper elementary classroom. The room is a corner room on the second floor of the school and is one of the largest rooms in the school. The room was always decorated with stimulating posters and pictures. Work of the students adorns the classroom. There are windows on the two sides of the room where the corners meet. The outside of the windows are covered by heavy mesh-like screens. The firefighting and the SCRC workshop circles were arranged toward the front of the room in each one of the teacher in-services. A map of the room is provided in appendix B.

The participants of the training consisted of the principal of the school (an African American female), two sixth grade teachers (both females, one white, one African American), two fifth grade teachers, (both African American females), two fourth grade teachers (both white females), two third grade teachers (both female, one white, one African American), two kindergarten teachers received training (both white females), and two pre-school teachers (both female, one white and one African American). In addition, the gym teacher (a white male) participated in the training, as did the school's librarian (a white female) and an African American female teaching assistant. The group was later joined by the assistant principal (an African American female) and a student teacher (a white male).

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Site 2. The control school is also a neighborhood school located approximately one and one half miles from the treatment school. The control school is a newer multi-story building but some graffiti can be found on the outer walls of the school. The interior of the school is immaculate. Like the treatment school, the immediate neighborhood has signs of low income. Some of the houses across the main street of the school have paint pealing off of them. Other houses have

broken windows that need replacement. Also like the treatment school, there are sumptuous houses located within a block of the school. Unlike the treatment school, the control school has a large field for the children to play in.

Goals of the SCRC Program:

Seven goals were established by the Center for Peace Education and the participant school. They are:

1. To administer a comprehensive school wide application of SCRC.
2. To provide training that is well excepted by the recipient teachers.
3. To improve the self-esteem of the children in the treatment school.
4. To reduce the number of discipline referrals to the principal of the treatment school.
5. To reduce the number of suspensions and expulsions in the treatment school.
6. To improve the academic performance of the students at the treatment school.
7. To address the role of biases of the teacher upon the student in student to teacher conflicts.

Evaluation Design.

The evaluation of the Students' Creative Response to Conflict program was essentially designed to measure the degree to which the Center for Peace Education accomplished the established goals. The design uses a matched comparison of the SCRC treatment and a comparison school. Table 2 provides the matching criteria.

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VARIABLES	TREATMENT	CONTROL
Number of Students	300	400
Race of Students % African American	96.5	91.93
Socio-economic status % low income	99.38	90.43
*Achievement	3rd quartile	3rd and 4th quartile
Student/teacher ratio	17:1	23:1
Gender & Race of Principal	African American Female	African American Female
Geographic location	East side of city	East side of city

Table 2. Matching criteria for treatment and control school.

The quantitative design was developed to examine outcome variables in behavioral changes in discipline. We looked at discipline referrals, and suspension and expulsion data. In addition, we used post hoc surveys and applied statistical procedures to measure the attitudinal differences in the treatment and comparison group from a tool developed by the evaluators. The design is known as a nested hierarchical design, Table 3 graphically illustrates the design.

treat	base	meas1	meas2	meas3	meas4	meas5	meas6	meas7	meas8
grade1									
grade2									
grade3									
grade4									
grade5									
grade6									
comparis									
grade1									
grade2									
grade3									
grade4									
grade5									
grade6									

Table 3. Nested hierarchical design of treatment and control school.

The qualitative design is based in "grounded theory" so as to examine the process of the deployment of services of the SCRC program by the CPE in the treatment school. Three components were established to examine the process minutia of the training: field observations, training observations, and structured and unstructured interviews.

Results

1. To administer a comprehensive school wide application of SCRC.

The Center for Peace Education was most successful in accomplishing it's first goal of deploying a comprehensive school-wide application of SCRC. The evidence gathered from the teacher inservice observations, classroom observations and unstructured interviews supports this. The evaluators recorded that regular participation was broad based at the school. Teacher's from the sixth, fifth, fourth, third, kindergarten, preschool and the Severe Behavioral Handicapped

classes participated in the SCRC classroom and teacher in-services. The principal and vice-principal also attended the teacher in-services as did the physical education teacher and the librarian. In addition, an instructional assistant participated.

The teachers from the sixth, fifth, fourth, third, kindergarten, preschool an SBH all received ten classroom facilitation's. In May of 1992, the evaluator recorded that all the teachers that had agreed to classroom facilitation had either completed the classroom workshops or were about to complete their classroom workshops.

In addition the evaluators recorded twenty-eight participants at two of the five firefighting sessions. The participants of the firefighting techniques represented teachers from all grades, preschool through sixth, exposing all the teachers, administrators, and instructional assistants to the SCRC philosophy and techniques. A second grade teacher received SCRC training in the summer of 1992 and implemented SCRC in her classroom.

The only exception to the deployment of services was that a first grade teacher who was to receive the SCRC classroom workshops and claims she never received them. The reason that she never received the SCRC classroom workshops was that she never attended the SCRC in-services. The director of the CPE stated that the receipt of the SCRC classroom workshop was conditional upon attendance at the SCRC in-services. The evaluators can confirm that they never witnessed the first grade teacher in question attending an SCRC inservice.

Although the Center for Peace Education was able to deploy the number of contracted services, there is some question of whether the Center for Peace Education successfully delivered a complete administration of the SCRC program. While the lead and classroom facilitators did cover each of the five SCRC theme areas in their respective trainings, in the second SCRC teacher inservice the lead SCRC facilitator spent considerable time, over an hour of the two hour session,

using literature from another program. The lead facilitator borrowed affirmation literature from John Bradshaw's *Healing the Child Within* which from the is Adult Children of Alcoholics recovery literature. The evaluators sensed a certain amount of resistance from the teachers to the use of this material. When the lead facilitator asked "who in the group had read the assigned Bradshaw material from the first SCRC inservice," only two of the eighteen participants raised their hands. The lead facilitator made the inservice participants responsible for securing the book rather than providing a photo copy of the reading assignment. The lead facilitator chastised the group for not doing the reading and rather than focusing upon the SCRC affirmation activities proceeded to lecture to the group on what they had missed in the Bradshaw reading assignment (See appendix A Fieldnote #2).

The value of the process evaluation evidenced itself at this stage of the training. The lead evaluator was aware of the cathartic nature of the Adult Children of Alcoholics literature and approached the lead trainer about his qualifications as a licensed therapist. The lead trainer responded that he had no training in counseling psychology or Adult Children of Alcoholic therapy. When the lead evaluator presented his bimonthly report to the directors of the Center for Peace Education, he expressed his concern about this observation, and accordingly the Bradshaw component was dropped from the SCRC teacher inservice training.

The Center for Peace Education was responsive to a request presented by the principal of the school to have the educational director co-facilitate the SCRC in-services with the lead facilitator. The principal of the school thought that the lead trainer wanted to "heal" the teachers (See appendix A. Fieldnote 3).

The education director began co-facilitating in March of 1992. It soon became apparent to the evaluators that the education director was assuming the role of lead facilitator and the lead

facilitator was assuming the role of co-facilitator. This role switching appeared to cause a bit of confusion for the participants. The lead evaluator recorded a comment amongst two teachers were one asked the other "Who is leading this meeting?" (See appendix A. Fieldnote #4).

The evaluators also recorded that the teachers in the SCRC inservice requested the lead facilitator emphasize the "conflict resolution" theme area for the last three SCRC in-services. The teachers' request was never fully implemented by either one of the facilitators during the remaining three teacher in-services.

The Center for Peace Education was successful in administering the required number of personnel to accomplish the goal of a school-wide application of the Students' Creative Response to Conflict program. The CPE had marginal success in completing the goal of comprehensive administration because of the variance in the experience of the trainers.

2. To provide training that is well received by the recipient teachers.

The Center for Peace Education was successful in promoting SCRC to the degree that produced a positive reception to the training among the recipient teachers. One measure of this positive reception was the consistently high attendance at the teacher in-services and the completion of the classroom facilitation's for all the teachers. Table 4 demonstrates the attendance for all eleven teacher in-services. The overall attendance was 84%.

DATE	NUMBER	PERCENT	DATE	NUMBER	PERCENT
12 - 14 - 92	18	100	3 - 8 - 93	14	77
1 - 11- 93	19	105	3 - 22 - 93	14	77
1 - 25 - 93	16	88	4 - 12 - 93	13	72
2 - 8 - 93	16	88	4 - 26 - 93	16	88
2 - 22 - 93	10	55	5 - 10 - 93	17	94

Table 4. Attendance at SCRC teacher inservice.

The second measure of positive teacher receptivity can be found in the results of the post-hoc teacher survey of the five SCRC theme areas comparing the SCRC treatment condition to the control group. The SCRC teacher survey was developed by the evaluation team after it was discovered that no such tool was in existence. The evaluators spent considerable time developing the fifteen item questionnaire. First, questions for each theme area were independently constructed based upon the theories related to each theme area. For example, the affirmation theme area consisted of three questions developed from a review of the "self-esteem" literature. The California Task Force on Self-Esteem, Robert Brooks, *The Self Esteem Teacher* and the Piers-Harris questionnaire were reviewed and questions derived from that body of literature.

The evaluators developed eight questions from the literature and then went about selecting three questions that most closely related to the needs of the evaluation project and to the SCRC theme area of affirmation. We then repeated the procedure for each theme area.

Each question was appropriated a five point lickert scale index with responses ranging from strongly agreed (1) to strongly disagreed (5). The instrument was designed so all responses were positive. That is "agreed" and "strongly agreed" were the appropriate responses to the questions. In order to avoid "patterning" the evaluators simply switched the scale sometimes beginning with 1 and ending with five and sometimes beginning with five and ending with 1. Thus the best score for any one respondent would be (15) strongly agreeing with each question. The worse score for any one respondent would be (75) or strongly disagreeing with each question.

Before administering the test we utilized the facilitators of the SCRC school, as outside raters of the survey. Seven surveys were passed out to seven facilitators with six surveys returned. Of the six surveys, four agreed with the construction of the survey with only minor changes, a fifth facilitator agreed with the survey for the evaluation but disliked the instrument because it did not

provide her with the "kind" of information she wanted. The sixth rater was clue-less about the goals of the questionnaire.

In addition, the survey instrument was handed to the former education director of the Center for Peace Education who agreed with the basic survey structure but thought that the questions should have been more focused on the Students' Creative Response to Conflict activities and the affects generated by the activities. Thus inter-rater reliability was moderate with five of the eight trainers agreeing that the survey was an appropriate test of the SCRC theme areas (See appendix C. SCRC Teacher Survey).

Unfortunately the survey was not tested on an experimental population prior to the post-hoc administration. Nor was there a cross-validation of the test prior to administration. Therefore, results are tentative.

We administered the questionnaire to the entire population at the last SCRC inservice. The respondents were to have the last fifteen minutes of the workshop to fill out the survey. But a misunderstanding between the lead evaluator and facilitator resulted in postponing the survey administration until the last minutes of the workshop. The result is that seventeen surveys were administered and fifteen returned. The reduction in time may have also produced forced results from the teachers that otherwise may not have occurred.

We next administered the survey to the control group in the same week as the survey was administered in the SCRC inservice. Twenty-three surveys were placed in the mailboxes of teachers in the control condition. Seventeen surveys were returned by the next day.

We then analyzed the survey data using "principal components analysis" on the SPSS program and passed the results of the analysis onto the MANOVA program of SPSS for the two group comparison.[7] Table 5 is summary of the results of the SCRC Teacher Survey results.

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	Treatment, n=15				Control, n=17			
	Raw Score	Scale Score	Mean Response	Standard Deviation	Raw Score	Scale Score	Mean Response	Standard Deviation
Survey Total alpha .59	386	25.73	1.73	.94	511	30.58	1.98	.92
Fscore1	118	7.8	1.57	.92	187	11.00	1.82	.81
Fscore2	150	10.00	1.66	.81	202	11.88	1.97	.98

Table 5. SCRC teacher survey results, treatment and control school.

The best possible raw score for the SCRC teacher survey would be a score showing all the respondents answered with a "strongly agree (1)" response. For example, if all the participants answered "strongly agreed (1)" the treatment group would have a score of 15x15=225. In other words each of the fifteen respondents would have strongly agreed (1) with each of the 15 questions. Thus the best possible scale score for the SCRC treatment group would be 15. The mean would be one and the standard deviation around zero.

We assumed that the control group, since they did not receive SCRC, would have fewer "strongly agreed" or "agreed" responses. We were using the control group to compare results with the treatment group to establish whether the SCRC training was well received by the teachers in the treatment condition. We could infer from the results of the surveys whether or not the training had an effect upon the attitudes of the teachers. Because the test was administered post-hoc with no pretest, we can not talk about any changes the teachers in the training condition may have made.

We used principal components analysis as a variable reduction scheme, to reduce the number of questions by the number of participants ratio to an acceptable level for comparing the two groups. We include the questions for each factor followed by the SPSS loadings in Table 6.

FACTOR I QUESTIONS

3. I can express my approval or disapproval of a student's behavior without expressing judgment about the student.
5. There are other forms of violence than physical violence.
6. I am more committed today to the teaching profession then I was when I first started teaching.
8. Seeking clarification during a conversation is very important.
10. There is usually more than one side to an argument.
12. I like to work with new teachers, teacher aids, parents and students.

FACTOR II QUESTIONS

1. My career and life outside my career are equally enjoyable.
2. I feel just as comfortable asking a colleague for help regarding the behavior of a student, as I do the principal.
7. I like to work with my colleagues on school wide projects.
13. I know that words can affect another person.
14. Everyone has strength and weaknesses.
15. I am not threatened by conflict.

Question	F1	F2	Question	F1	F2
Q1**	.534	.631	Q9	-.029	-.064
Q2**	.002	.401	Q10*	.754	-.162
Q3*	.568	.030	Q11	.318	.164
Q4	-.165	.348	Q12*	.586	.391
Q5*	.717	.011	Q13**	.430	-.520
Q6*	.669	.358	Q14**	.347	-.420
Q7**	.459	-.524	Q15**	.028	.482
Q8*	.423	-.248			

Table 6. Factor loadings for teacher survey
*Significant load F1. **Significant load F2.

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The selection of the loadings are based upon the criteria set forth by Stevens (1992). The four questions in Factor 1 which meet the specific criteria are those loadings that are above .60 and

regardless of sample size can be considered reliable. We include the two additional questions based upon the theoretical connections of the questions. The questions in Factor 2 are not to be considered reliable but are included for the purpose of clarifying our instrument and instructing the researchers in producing a refined product.

Factor 1 is best represented by the loading of two questions under the theme areas of communication and conflict resolution with single question loadings on the theme areas of affirmation and cooperation. Factor 2 is best represented by the loading of two questions under the theme area of cooperation and single loadings of affirmation, communication, bias-awareness and conflict resolution. Factor 1 is thus labeled the communication/conflict resolution factor and Factor 2 labeled as the cooperation factor.

We then passed the results of the survey onto the MANOVA command in the SPSS program. Table 7 summarizes the results.

Value	Exact F	Hypo D.F.	Error D.F.	P>F
.31	4.55	2	29	.01

Table 7. MANOVA results teacher survey.

The multivariate tests reveal that the two groups did differ on their overall responses to the SCRC Teacher Survey and this difference was significant at the .01 level. In examining the raw scores in Table 5, we see that the SCRC treatment group scored lower or had more "strongly agree" responses than did the control group.

We then compared the two groups on the two factors. Table 8 summarizes the results of the univariate f tests for the two group comparison.

	Hypo S.S.	Error S.S.	Hypo M.S.	Error M.S.	F Value	P>F
F1	3.63	27.36	3.63	.91	3.98	.05
F2	3.76	27.23	3.76	.90	4.14	.05

Table 8. Univariate f tests for teacher survey.

The univariate f tests for Factors 1 and 2 demonstrate that the two groups do in fact differ. In other words, the treatment group responded with more "strongly agreed" responses for the two factors than did respondents in the control condition. We can conclude then that the teachers were receptive to the SCRC training.

Though the results are statistically significant, an examination of the raw scores and means from table 5 reveal that the practical significance of the results may be in question because both groups answered positively to the questions. The SCRC recipients tended to more "strongly agree" with the items on the survey, and the control group teachers tended to just "agree" with the items on the survey.

The third piece of evidence that supports that the teachers had a positive reception to the training is demonstrated by the self statements regarding the use of SCRC techniques. In the teacher in-services the researchers documented spontaneous statements made by individual teachers regarding the classroom experiences with the trainers. Such statements made by teachers as "I find that using reflective listening really gets the children's attention," is indicative of the type of self statements that indicated positive reception to the SCRC training (See appendix A. Fieldnote #5).

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It has to be reported that there were some contra-indications to teacher receptivity of the Students' Creative Response to Conflict training. First, very few teachers reported using a SCRC workshop circle by themselves. On one occasion only four of twelve teachers reported using the SCRC circle by themselves (See Appendix A. Fieldnote #6).

In addition, some teachers felt that most of the trainers needed "reality based" training in order to be effective trainers. On one occasion the lead evaluator asked one of the teachers what was meant by "reality based" training. The teacher responded that "reality based training is actual classroom experience" (See Appendix A. Fieldnote #7).

Finally, the Center for Peace Education was not invited back by the principal to provide training for those teachers that did not receive training in 1992 -1993. The principal cited the need to focus upon improving academic scores as the reason for not inviting the Center for Peace Education back.

3. Improve the self-esteem of the children in the treatment school.

The evaluators adopted an instrument in the possession of the Center for Peace Education that was developed by the Ohio Commission on Dispute Resolution and Conflict Management. The instrument is geared toward measuring the children's responses in receiving conflict resolution training. The original instrument consisted of twenty-four questions with a three item lickert scale of yes, maybe, no. The original instrument had cues for the foils that were in the form of smiley faces for "yes" straight faces for the "maybe" response and a sad face for "no." The evaluators decided that the cues for the foils to the scale had to be changed, so we simply erased the faces (See Appendix C. Student Survey).

The evaluators randomly selected classrooms in both conditions for the third through sixth grades, since the teachers in the first and second grades had not received in-school SCRC training.

A second grade teacher in the SCRC condition had received SCRC training in the summer of 1992, so we decided to administer the survey in her classroom. The sample sizes comprised of seventy-five children in the treatment condition and ninety-one children in the control condition. It was decided not to stratify the sample by gender or age.

We attempted to administer the survey to the students in the same week as the final SCRC inservice but scheduling problems forced the survey's administration into two separate applications. The first application was to the upper elementary grades in both conditions during the final week of the SCRC inservice. The second application was to the primary elementary grades in both conditions during the following week of the final SCRC inservice.

The results of our findings our summarized in table 9.

	Treatment, n=75				Control, n=91			
	Raw Score	Mean Scale Score	Mean Response	Standard Deviation	Raw Score	Mean Scale Score	Mean Response	Standard Deviation
Total Survey alpha .48	2623	34.97	1.67	.62	3347	36.78	1.73	.67
Fscore1	1022	13.62	1.24	.59	1356	14.90	1.37	.66

Table 9. Summary of student survey data.

One half of the student survey results had to be transformed to create a positively biased test - the lower the score the more positive the test. The best possible raw score for the SCRC group would be 24x75=1800 with a mean scale score of twenty-four, a mean response of one, and a standard deviation close to zero.

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The students in the control group operated under the same criteria as the teachers in the control group.

We then applied principal components analysis and derived one factor with ten loadings. We provide the questions and a summarize the loadings in table 10.

3. Do you try to stop your friends from fighting?
4. Do you think fighting is the best way to solve a problem?
5. If you get mad at someone, do you stay away from them?
7. Are you nice to other people?
12. Do you ask questions if you want to know more about something?
14. Do you like to help other people?
16. Do you like yourself most of the time?
20. Do you like to listen to other people tell stories?
21. Do you think that talking about a problem is better than fighting?
23. Do you like school?

Question	F1	Question	F1
Q1	-.301	Q13	.264
Q2	-.277	Q14*	.578
Q3*	.547	Q15	.237
Q4*	-.625	Q16*	.369
Q5*	.528	Q17	-.057
Q6	.048	Q18	-.216
Q7*	.464	Q19	.011
Q8	.321	Q20*	.445
Q9	.209	Q21*	.537
Q10	-.108	Q22	.174
Q11	.171	Q23*	.371
Q12*	.441	Q24	-.099

Table 10. Factor loadings for student survey.

The selection of the questions for the factor loading is based upon criteria found in Stevens (1992). The ten questions, all loading at or above .40 are considered reliable for a sample size of 150. The ten questions stated above represent a factor that consists of five questions regarding

affirmation, four questions regarding conflict and one regarding communication. Thus our factor can be considered an Affirmation/Conflict Resolution factor.

Value	Exact F	Hypo D.F.	Error D.F.	P>F
.05	4.74	2	163	.01

Table 11. MANOVA for student survey.

The multivariate test is summarized in table 11 where the instrument revealed that the two groups did differ in their responses and the difference was significant at the .01 level. In other words, returning to Table 9, we find that the SCRC students responded more positively to the questions regarding affirmation and conflict resolution than did the control group students.

We summarize the results for the univariate f test regarding the factor loadings in Table 12.

	Hypo S.S.	Error S.S.	Hypo M.S.	Error M.S.	F Value	P>F
F1	5.38	159.61	5.38	.97	5.52	.02

Table 12. Univariate f test of factor 1.

The results of the univariate f tests confirmed that the SCRC and control groups scores differed and that difference is significant at the .05 level. Especially in regards to affirmation, which is considered an important indicator of positive self esteem, the students in the SCRC condition scored higher than the students in the control condition. Thus the SCRC training had an impact in creating more positive self esteem for the students in the SCRC condition. In addition,

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the students in the SCRC condition had more positive responses to alternative conflict resolution questions than did the control group.

The additional support that the SCRC training helped foster positive self esteem can again be found in the spontaneous statements made by teachers in the SCRC in-services. The evaluators documented statements that lead the us to believe that students had experienced positive self esteem development. Such statements as, "My students requested the use of an SCRC circle to resolve a conflict rather than fight," and "I know I feel better and the children feel better when we are speaking the same language," are indicative of the statements recorded to support the notion that SCRC training contributed to positive self-esteem development of the students (See Appendix A. Fieldnote #8).

4. To reduce the number of discipline referrals to the principal of the treatment school.

Even though the survey results demonstrated that teachers and students attitudes were statistically higher than the control group, the behavior to follow the attitudes are important to determine if the SCRC training positively affected behavior.

The first results we present are the frequency counts for the discipline referral variables and the outcome of the discipline referral, i.e., in-school suspension, out-of-school suspension or other. We summarize our results in Table 13.

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Treatment	Total D.R	Type1 Ag	Type2 Ag	Type3 Ag	All/Iss	Suspend	Other
Grade 1	28	18	2	8	16	2	10
2	25	17	1	7	11	1	13
3	37	6	2	29	22	1	14
4	144	66	4	74	98	8	38
5	94	50	2	42	60	9	25
6	42	22	2	18	26	4	12
Total	370	179	13	178	233	25	112
Control							
Grade 1	39	9	0	30	1	20	18
2	7	7	0	0	1	3	3
3	13	7	1	5	2	10	1
4	101	31	9	61	12	30	59
5	25	8	2	15	5	9	11
6	44	11	0	33	11	14	19
Total	229	73	12	144	32	86	111

Table 13. Summary of discipline referral data of treatment and comparison school. Totals are the baseline period subtracting the eighth month of data.

D.R= discipline referral,
Type1 Ag, = Physically aggressive acts such as hitting or throwing a pencil.
Type2 Ag, =Verbally aggressive acts such as a threat to beat somebody up.
Type3 Ag, =Insubordination, acts such as refusing to sit down in seat.
All/ISS=Alternative Learning Lab/In-School-Suspension
Suspend=Out-of-School Suspension
Other=Parent-Teacher conference.

The frequency distributions allowed us to establish the next phase of our analysis using correlation.

We processed the discipline referral data using correlation analysis on the SPSS program to see if there was a correlation between discipline referral and suspension. Remember we assumed

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that there was. We discovered that no such correlation exists.[8] We summarize our results in Table 14.

	discipline referrals	type a	type b	type c	all - iss	outsusp	other
discipline referrals	1.00						
type a	.92**	1.00					
type b	.64*	.48	1.00				
type c	.95**	.77**	.65*	1.00			
all - iss	.84**	.92**	.27	.70**	1.00		
outsusp	.39	.12	.56	.54	-.12	1.00	
other	.84**	.63*	.86**	.88**	.43	.70*	1.00

Table 14. Correlation table of all discipline referrals and outcomes for two groups.

Next we ran a partial correlation controlling for grade and group and discovered that discipline referral was not correlated with either group or grade. However, we did discover that there was a significant correlation between the alternative learning lab/in-school-suspension and group and out of school suspension and group. In other words being in either the treatment or control group determined whether a student received inschool or out of school suspension. See Table 15 for a summary of the partial correlations.

	grade	group
discipline referrals	.34	-.29
type a	.28	-.48
type b	.19	-.03
type c	.34	-.12
all/iss	.33	-.60*
outsuspen	.14	.61*
other	.24	-.00

Table 15. Partial correlation controlling for group.

Results of the MANOVA for the two group comparisons demonstrate that there was no significant difference between the two groups on the discipline referral data. It is interesting to note a significant difference existed between the grades on the discipline referral data. There was no significant grade by group interaction. We provide the summary statistics for the MANOVA in table 16.

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Source of Variation	S.S.	DF	MS	F	Sig of F
Within Cells	547.72	11	49.79		
Group	179.59	1	179.59	3.61	.084
Grade	1113.35	5	222.67	4.47	.018
Group x Grade	232.18	5	46.44	.93	.497

Table 16. MANOVA of discipline referral data.

The results for the trend analysis demonstrate a significant main treatment effect and a significant group by treatment interaction for the discipline referral data. See table 17 for data summary.

	S.S.	D.F.	M.S.	F	P>F
treatment	528.26	8	66.03	7.23	.00***
treatmentx group	209.91	8	26.24	2.87	.00**
treatment x grade	281.15	40	7.03	0.77	.82
treat x grp x grade	383.03	40	9.58	1.05	.41

Table 17. Multivariate trend analysis adjusted test of significance.

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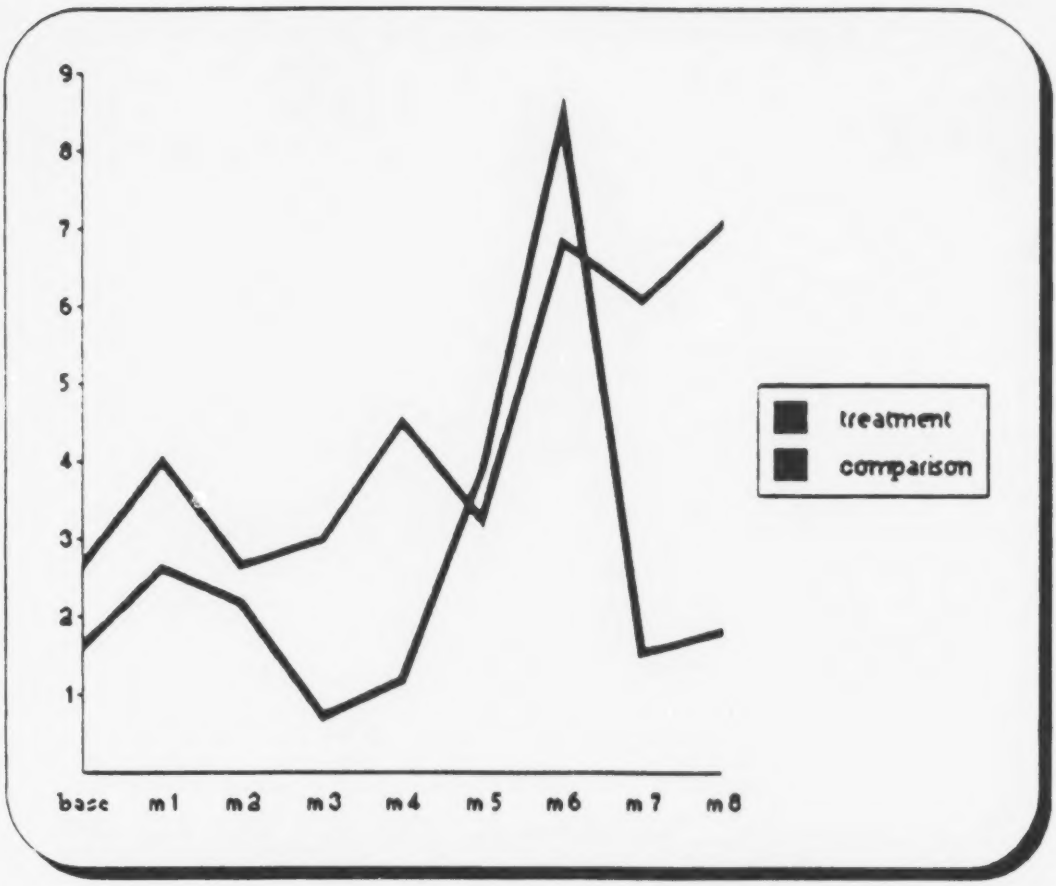
Because of the small sample size, the univariate tests of significance are the preferred measure for testing the existence of a trend. The univariate f tests revealed that in fact a first order polynomial

existed and that a linear relationship was in effect for the discipline referral data. Although other trends may also fit the data the important trend is the hypothesized trend and in our case that is the linear trend. We provide all the univariate f tests for the trend analysis in Table 18.

	Hypo S.S.	Error S.S.	Hypo m.s.	Error m.s.	F value	P > F
Linear	203.907	62.416	203.907	5.674	35.935	.000*
Quadratic	.671	136.807	.671	12.430	.054	.821
Cubic	61.287	101.590	61.287	9.235	6.636	.026
Quartic	48.202	143.420	48.202	13.038	3.697	.081
Sintex	68.655	144.637	68.655	13.152	5.220	.043
Sentex	58.678	77.696	58.678	7.063	8.301	.015*
Octogon	60.111	77.319	60.111	7.029	8.551	.014*
Stratex	26.752	59.854	26.752	5.441	4.916	.049

Table 18. Univariate f tests for trend analysis of discipline referral data.

The two groups did not differ from each other on the discipline referral data. The trend was in a positive linear direction for both the treatment effect and group by treatment effect that is discipline referrals increased overall during the time of treatment for both groups. Thus we fail to reject our null hypothesis and conclude that SCRC had no effect in reducing discipline referrals for the group receiving SCRC training. We provide the means for each group and summarize the results to demonstrate our findings in Chart 1.



	base m(s.d.)	Meas1 m(s.d.)	Meas2 m(s.d.)	Meas3 m(s.d.)	Meas4 m(s.d.)	Meas5 m(s.d.)	Meas6 m(s.d.)	Meas7 m(s.d.)	Meas8 m(s.d.)
Treat Group	2.67 (3.14)	4.00 (3.49)	2.67 (3.98)	3.00 (3.76)	4.5 (4.84)	3.25 (4.78)	6.83 (4.89)	6.08 (4.88)	7.08 (5.93)
Compa Group	1.63 (2.33)	2.63 (5.00)	2.18 (2.44)	.72 (1.19)	1.18 (1.16)	3.9 (4.72)	8.45 (8.83)	1.54 (1.21)	1.81 (1.07)

Chart 1. Chart and table of means and standard deviations for the discipline referral data for the trend analysis.

The discovery that there was a difference among the grades in our sample lead the researchers to look descriptively at the grades where "trainer experience" may have played a role in the discipline referral outcomes. The most experienced trainer facilitated in classroom workshops

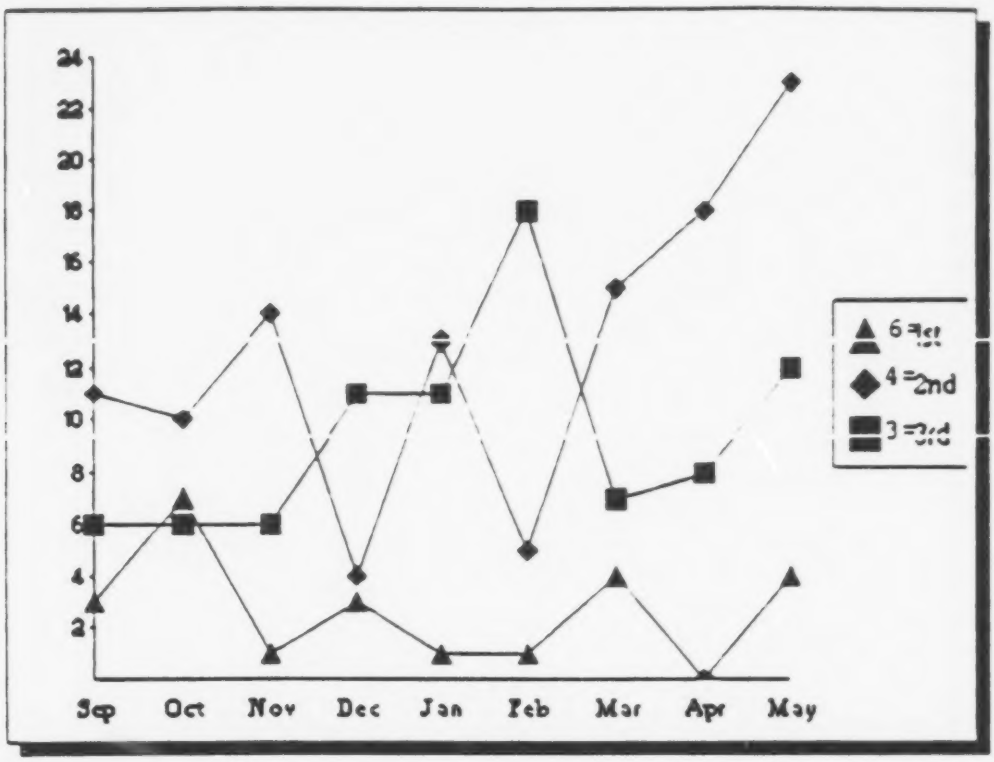


Chart 2. Comparison of three classrooms with different experience level of trainers.
Scores are raw score discipline referral.

in the sixth grade at the treatment school. The two most inexperienced trainers facilitated classroom workshops in the fourth and third grades. We graphed the results of the three different grades that we present in chart 2.

The descriptive statistics demonstrate that in the sixth grade where the most experienced trainer facilitated classroom workshops the frequencies of discipline referrals were lower than in the fourth or third grades where the least experienced trainers facilitated classroom workshops. The descriptive information suggests that the experience of the trainer may have an effect on the receptivity of the training by the teacher and the students and possibly effecting the outcome in terms of discipline referrals.

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5. To reduce the number of suspensions and expulsions in the SCRC treatment school.

Results of the MANOVA for the two group comparisons demonstrate that there is no significant difference between the two groups on the suspension data. There is no significant difference by grade or the group by grade interaction. Table 19 summarizes our results.

Source of Variation	S.S.	DF	MS	F	Sig of F
Within Cells	42.17	11	3.83		
Group	21.54	1	21.54	5.62	.037
Grade	15.93	5	3.19	.83	.554
Group x Grade	14.44	5	2.89	.75	.497

Table 19. MANOVA for suspension data.

The results for the trend analysis demonstrated that there was a significant main effect and a significant group by main effect interaction for the suspension data. As in the case of the discipline referral data we provide the multivariate test statistics to compare the two groups on the existence of any trends. Table 20 summarizes the multivariate test statistics data.

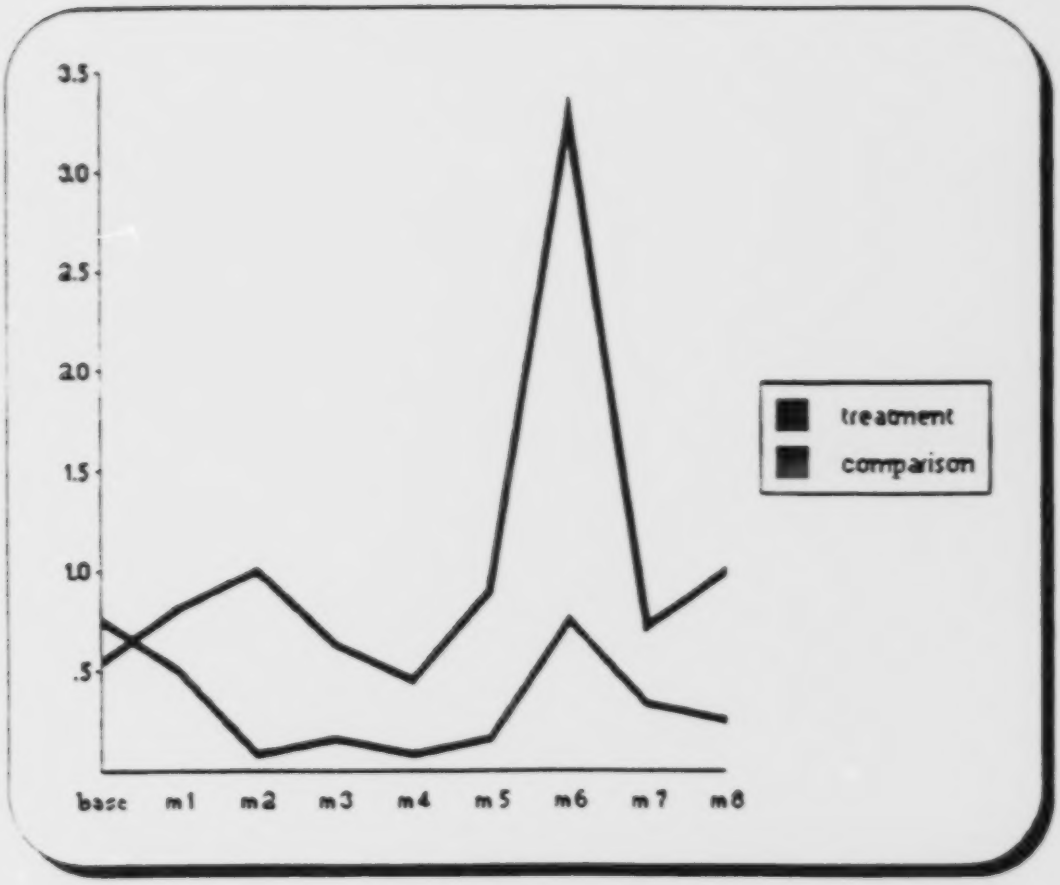
	S.S.	DF	M.S.	F	P>F
treatment	44.34	8	5.54	5.17	.000***
treatment x group	24.19	8	3.02	2.82	.008**
treatment x grade	52.98	40	1.32	1.24	.205
treat x grp x grade	35.35	40	.88	.82	.749

Table 20. Adjusted multivariate statistic for the trend analysis for suspensions.

Again the multivariate test is inoperative and the univariate f tests are used to measure for the presence of any trends. The univariate f tests revealed that in fact no first order polynomial or linear trend exists for the suspension data, in the treatment effect or the treatment by group effect though a sixth order polynomial trend does exist. Thus a relatively flat or consistent trend, save for the month of March, exists for both groups. Table 21 summarizes the results.

	Hypo S.S.	Error S.S.	Hypo M.S.	Error M.S.	F value	P > F
Linear	3.231	14.191	3.231	1.290	2.504	.142
Quadratic	.183	9.617	.183	.874	.209	.656
Cubic	8.007	18.094	8.007	1.645	4.867	.050
Quartic	4.918	8.104	4.918	.736	6.675	.025
Sintex	3.061	14.306	3.061	1.300	2.353	.153
Sentex	13.935	14.609	13.935	1.327	10.492	.008**
Octotex	9.526	12.656	9.526	1.150	8.279	.015*
Stratex	1.476	2.751	1.476	.250	5.905	033

Table 21. Univariate f tests for the suspension data trend analysis.



	base m(s.d.)	Meas1 m(s.d.)	Meas2 m(s.d.)	Meas3 m(s.d.)	Meas4 m(s.d.)	Meas5 m(s.d.)	Meas6 m(s.d.)	Meas7 m(s.d.)	Meas8 m(s.d.)
Treat Group	.75 (1.76)	.50 (1.00)	.08 (.289)	.16 (.389)	.08 (.289)	.16 (.389)	.75 (.866)	.33 (.780)	.25 (.450)
Compa Group	.54 (1.03)	.81 (1.07)	1.0 (1.26)	.63 (.924)	.45 (1.84)	.90 (1.84)	3.27 (2.29)	.72 (.900)	1.0 (.89)

Chart 3. Means and standard deviations and chart of trend analysis of suspension data.

The two groups did not differ on the suspension data, though the treatment group demonstrates a lower suspension rate than the control group. The sixth order polynomial trend

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suggests that both groups overall had a consistent suspension rate. We provide the means and standard deviations of the two groups and Chart 3 demonstrates the results of our findings.

The correlation data provided the researchers with the information that there was no statistical relationship between discipline referral and suspension. Our hypothesis that the SCRC program would reduce discipline referrals and thus effect the suspension rate is rejected.

6. To improve the academic performance of the students at the SCRC treatment school.

We summarize the achievement of students in both the treatment and control school in Table 22.

Treatment						Control					
Reading		Language		Math		Reading		Language		Math	
1992	1993	1992	1993	1992	1993	1992	1993	1992	1993	1992	1993
33.0	29.0	37.4	35.5	42.9	40.2	23.0	30.9	30.1	35.0	25.4	29.5

Table 22. Achievement results between treatment and comparison school. California Achievement Test. recorded scores are median national score percentiles for each school.

The descriptive results demonstrate that the SCRC training had no effect in increasing the performance of students in the SCRC training. In fact the scores for the SCRC students dropped during the year of the SCRC training compared to the control school. Whether or not SCRC had a negative effect on the academic performance of the students is a question that we cannot answer statistically. Observations at the SCRC in-services provides some documentation that SCRC workshops were time consuming and teachers felt that the workshops may be taking time away from academic work. Such statements as "The formation of the circle takes too long and the kids then get off track on the work before the circle" (See Appendix A. Fieldnote #9).

7. To address the role of biases of the teacher upon the student in student to teacher conflicts.

The bias awareness questions did not load on the principal components analysis therefore it is difficult to quantify any effects of the training on biases towards students by teachers. Field observations did document that the race of the trainers were a primary concern of the teachers. The race of the classroom facilitators was overwhelmingly white while the student population was overwhelmingly black. Such sensitivity by the teachers represented the race awareness that the training is designed to promote.

One other observation that was documented in the field was the existence of a class attitude toward the economically disadvantaged students by middle class teachers. Both African American and European American teachers displayed confusion over such terms as "capping" that were used by the African American students (See Appendix A. Fieldnote #10). In addition, the teachers used middle class terms such as " the loss of traditional family values" in describing the breakdown of the family in poor communities (See Appendix A. Fieldnote #11).

The trainers in Students' Creative Response to Conflict training never did mention any structural imperatives in the creations of biases such as institutional racism and sexism. In fact the issues of institutional and structural violence were virtually untouched by teacher and trainers alike, strongly suggesting that institutional and structural issues were either unimportant or ignored in the Students' Creative Response to Conflict training.

The mixed responses suggest that bias awareness regarding race may have been enhanced but the bias awareness regarding class differences were unaffected.

COOPERATIVE DISCIPLINE

Program Description

The Cooperative Discipline program was developed in 1989, by Dr. Linda Albert.[9] Cooperative Discipline falls under the theoretical rubric of interpersonal conflict resolution and can be considered part of the conflict resolution curricula.[10] Cooperative Discipline is an inherently psychological approach borrowing heavily from the work of Alfred Adler, Rudolf Dreikers and William Glasser.[11]

Changing teacher perceptions and responses to students' behaviors is the focus of Cooperative Discipline training. The training essentially is for teachers with the resources of the training geared for teacher in-services. Through Cooperative Discipline training, the classroom environment changes because the teacher changes with the goal to improve the quality of teacher student interaction.

Dr. Albert identifies three types of discipline styles that teachers use: hands-off, hands-on, and hands-joined. According to Dr. Albert:

> Educators subscribing to a 'hands-off' approach believe that young people develop their behavior based on internal controls and that they eventually learn to make the right decisions. These teachers assume the role of a bystander who, at most, helps a student clarify what is happening. A discipline program that emphasizes only communication skills is based on the hands-off program.

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> Educators using a 'hands-on' approach believe that external controls are needed for the proper development of youngsters. These teachers assume the role of a boss, taking charge

by demanding, commanding, and directing. A discipline program that involves behavior modification and assertive techniques is based on the hands-on approach.

Educators employing a 'hands-joined' approach believe that young people's behavior is a product of both internal and external forces. These teachers assume the role of a cooperative leader, guiding students by offering choices, setting limits, and involving students in the process. A discipline program that builds positive relationships as well as self-esteem through encouragement techniques is based on the hands-joined approach (Albert, 1989).

Cooperative Discipline is most closely aligned with the "hands-joined" approach and changing teachers who use hands-off and hands-on styles of discipline to a hands-joined approach.

In addition Dr. Albert, believes that student misbehavior is directed at achieving any one of four basic goals: attention seeking, power, revenge, and avoidance of failure. The reason children misbehave is because they cannot achieve positive goals such as completion of an assignment. Students misbehave then to achieve the immediate gratification that misbehavior often brings. Cooperative Discipline helps teachers identify the goals of student misbehavior and then allows the teacher to take corrective action to terminate or change the student's behavior.

In order to accomplish the goal of changing a student's behavior, Cooperative Discipline training uses a tool called the "School Action Plan." (See Appendix D for example). The School Action Plan is a five step process that helps teachers to:

1. Pinpoint and describe the student's behavior.

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2. Identify goal of misbehavior.

3. Choose intervention techniques for the moment of misbehavior.

4. Select encouragement techniques to build self-esteem.

5. Involve parents as partners.

Thus Cooperative Discipline training teaches teachers how to develop the skills necessary in using the School Action Plan. (See appendix D. Activities).

The Center for Peace Education employed the use of a workshop circle similar to the Students' Creative Response to Conflict program. Rather than each workshop focusing upon a theme area, the workshop focuses upon the behaviors of the student, the teacher's reaction to the behavior, and how to improve upon teacher-student interaction.

The Cooperative Discipline workshop also follows the format of using a "gathering activity" and an agenda, a Cooperative Discipline activity, an evaluation and a closing in the training. The difference between the Students Creative Response to Conflict and Cooperative Discipline training lies in the activities. For example, role playing a classroom misbehavior, developing a school action plan to correct the behavior and then role playing the results, is a typical Cooperative Discipline activity.

There is also much reliance upon Dr. Albert's book *A Teacher's Guide to Cooperative Discipline* with discussion over an assigned reading serving as an activity. In addition, the facilitators of Cooperative Discipline borrow readings from the Systematic Training for Effective Teaching program.[12] Such reading assignments are important in the Cooperative Discipline training and distinguishes Cooperative Discipline training from the other Center for Peace Education non-violent conflict resolution programs.

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The Center for Peace Education negotiated deployment of the Cooperative Discipline program with the deputy superintendent of the Cincinnati Public Schools, Dr. Lionel Brown. It

was decided to provide training in four host schools in and around downtown Cincinnati. Teachers from each host school along with teachers from other schools attended the workshops. The deployment of services covered a five month period from the first week in February, 1992 through the first week of June, 1992. A core of eleven teacher in-services were administered from the first week of February through the last week of April 1992. The core in-services were proceeded by five follow up sessions from the first week of May 1992 until the first week of June 1992. Table 23 graphically illustrates the schedule of services.

	February	March	April	May	June
SITE	In-service	In-service	In-service	Follow-up	Follow-up
#1	Monday	Monday	Monday	Negotiated	Negotiated
#2	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
#3	Wednesday	Wednesda	Wednesda	Negotiated	Negotiated
#4	Thursday	Thursday	Thursday	Negotiated	Negotiated

Table 23. Schedule of Cooperative Discipline trainings.

Site Descriptions:

Site 1 Is an inner city school on the near west end of town It was an old building that had marked dilapidation on both the inside and outside. It was a building in serious need of repair. The boys bathroom on the first floor was flooded on both the first and second visits by the lead evaluator (See Appendix A. Fieldnote #12). Yet it was evident that the members of the school made every effort to make the school clean and safe.

The room where the Cooperative Discipline workshop was conducted was a Resource Room/Library. It was a large oblong room with two doors on the same wall. Tables and chairs

spread around the room which are used to form the area were the workshop participants converged. This group rarely formed a workshop circle. The room was decorated with posters that promote reading. One poster was a top celebrity. It was pointed out to the lead evaluator by the CPE's, education director that the celebrity was a chief spokesperson for a major alcoholic beverage company. (See Appendix A. Fieldnote #13). We provide a map for comparison purposes of each Cooperative Discipline training facility (See Appendix B. Map Site #1).

Two African American females were the trainers. The first trainer had Level I ratings in both Cooperative Discipline and Peer Mediation. She also had served as a Visiting Health and Nutrition teacher in the Cincinnati Public Schools. The second trainer had a Level I rating in Cooperative Discipline and many years teaching experience in the Cincinnati Public Schools. The first trainer was also a trainer at Site #4, and the second trainer is a trainer at Site #3.

The participants at Site #1 are comprised almost exclusively of the members of the host school. Twenty-eight teachers, twenty-six from the host school and two from another school originally enrolled for the Cooperative Discipline training. Twenty-four of the participants were females and four were males. Forty-six percent of the participants were African American and fifty-four percent were European American.

Site 2. Was an inner city school on the northern edge of the inner city. The school was a relatively modern one story building that was in fair condition. The school was clean and there was no apparent signs of dilapidation.

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The room where the Cooperative Discipline training occurred was the Resource Room/Library. The room was square with two doors, one serving as the entrance and the other the exit. The librarian's desk sat between the two doors. Windows were directly opposite from the wall

with the doors. The chairs and tables were placed around the room which were used for the workshop circle which was convened to the immediate right of the entrance. Shelves were loaded with books. Posters promoting reading are hung, so too a list of library rules (See Appendix B. Map site #2).

The trainers are both European American females . The first trainer had a Level III rating in both Cooperative Discipline and Students' Creative Response to Conflict. The first trainer also served as a classroom trainer at the Students' Creative Response to Conflict training site. In addition, the first trainer is the project coordinator for all of the Cooperative Discipline trainings. The second trainer had a Level I rating in both Cooperative Discipline and Students' Creative Response to Conflict. The second trainer was also a classroom trainer at the Students' Creative Response to Conflict training site.

The participants at Site #2 were comprised of teachers from the host school and two other schools. Twenty-five teachers enrolled for the training, eleven from the host school and the rest from the remaining two schools. Twenty participants were females and five were males. Fifty-five percent were European American and forty-five percent are African American.

Site 3 Was an inner city school nearest to downtown Cincinnati. A relatively modern two-story building, it sat adjacent to a city park. The building like three of the four sites had no apparent signs of dilapidation. Like the other four sites the building was clean.

The room where the Cooperative Discipline training occurred was the Resource Room/ Library. The room was smaller than the other sites. There were two doors, one serving as the entrance and one serving as the exit. The librarian's desk sat adjacent to the exit. Windows lined the room opposite the doors. Shelves were loaded with books. The room was decorated with

posters reinforcing the value of reading and the rules of the library. There were tables and chairs spread throughout the room which were used to form the workshop circle. The Cooperative Discipline workshop circle was more a U shape alignment of five tables with chairs with the trainers' chairs closing the circle. The workshop circle was positioned between the entrance and exit doors of the room (See Appendix B. Map Site #3).

There were two trainers. The first trainer was a European American male who had a Level I rating in both Cooperative Discipline and Peer Mediation. He had an extensive background in group counseling. The second trainer was an African American female, who had a Level I rating in both Cooperative Discipline and Peer Mediation. She also had served as a Visiting Teacher in Health and Nutrition Education for the Cincinnati Public Schools. She was also a Cooperative Discipline trainer at Site #1.

The participants were comprised of teachers and administrators from the host school and three other schools. Twenty participants enrolled for the Wednesday afternoon trainings, seven from the host school and the rest from the remaining three school. Nineteen of the participants were females and one male. Forty percent of the participants were African American and sixty percent European American.

Site 4. Was an inner city school on the near west side of downtown Cincinnati. It was an older large three or four (depending upon whether one includes the basement) story building. The appearance was clean with no apparent signs of dilapidation.

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The room where the Cooperative Discipline workshop training occurred is the Resource Room/Library which sat in the corner of the second floor. The room was a large rectangular room with tables and chairs spread out which were eventually used to form the workshop circle. There

was a mobile blackboard which sat adjacent to the workshop circle and was used by the workshop trainers. There was a huge 28" TV in the center of the room. Two doors, one for the entrance, and one for the exit, sat directly across from the librarians desk. There were several large windows on the wall opposite the doors. Shelves were loaded with books. Posters promoting reading adorned the room (the celebrity poster absent). The workshop circle was located to the immediate right of the entrance door. (See Appendix B. Map site #4).

The two trainers were both African American females. The first trainer was rated as a Level I trainer in Cooperative Discipline with experience as a substitute teacher for the Cincinnati Public Schools. The second trainer had a Level I rating in Cooperative Discipline training and also served as a trainer at Site #1. .

The participants for Site #4 were comprised of teachers from the host and six other schools. Thirty-four teachers enrolled for Cooperative Discipline training, four from the host school and the others from the remaining six schools. There were twenty-seven females and seven males. Sixty-five percent of the participants are European American and thirty-five percent African American.

Goals of Cooperative Discipline Program.

1. Train 100 teachers in the Cooperative Discipline classroom management techniques.
2. Each teacher will receive 2.2 CEUs, which requires their mandatory attendance.
3. Each training will last no longer than 2 hours.
4. To provide training that is well received by the teachers.
5. To improve academic performance of the students at the training sites.

Evaluation Design

The evaluation design was developed to measure the success of accomplishing the goals that the Center for Peace Education established for the Cooperative Discipline training. Performance goals are limited because the trainings did not constitute a comprehensive enough training for any one location. The evaluator used a predetermined number of sixteen random field observations of actual trainings at all four locations. The evaluator compared physical attributes of site locations to determine if training was effected by physical conditions. In addition, two open-ended surveys were administered, one by the evaluator and one by the Center for Peace Education. The evaluator conducted a "content analysis" of each survey to discern any response patterns. The surveys were not congruent nor do they serve as a pre-test/post-test of the training.

Participant attendance was a central concern, so records were kept for the in-service attendance. Unstructured interviews of trainers and teachers were used to follow up questions that were generated from the observations. In addition, to establish baseline data, we compared the academic achievement of all four schools using 1991 - 1992 and 1992 - 1993 California Achievement test data. Suspensions were also monitored using a comparison of 1991 - 1992 and 1992 - 1993 suspension data.

Evaluation Results

1. Train 100 teachers in the Cooperative Discipline classroom management techniques.

2. Each teacher will receive 2.2 Continuing Education Units (CEUs), which requires their mandatory attendance.

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There was a total of one hundred and six participants signed up for the Cooperative Discipline trainings at the four host schools. Of the one hundred and six participants that originally enrolled, fifty three participants had an attendance rate commensurate with succesaful completion

of the Cooperative Discipline program to receive the 2.2 Continuing Education Units. In other words the Center for Peace Education had a fifty-three percent success rate in accomplishing the first goal.

There was a total of four host schools with eleven trainings each. There was a total of one hundred and six participants spread out over the four host schools. One hundred percent attendance would thus have been 106x11=1166. The actual attendance number was 698. Overall attendance was thus established by dividing the actual attendance by the enrollment. Thus 698/1166=60 percent overall attendance. We then used the same formula for each site and charted the results for comparison purposes. Chart 4 summarizes the attendance for the Cooperative Discipline training.

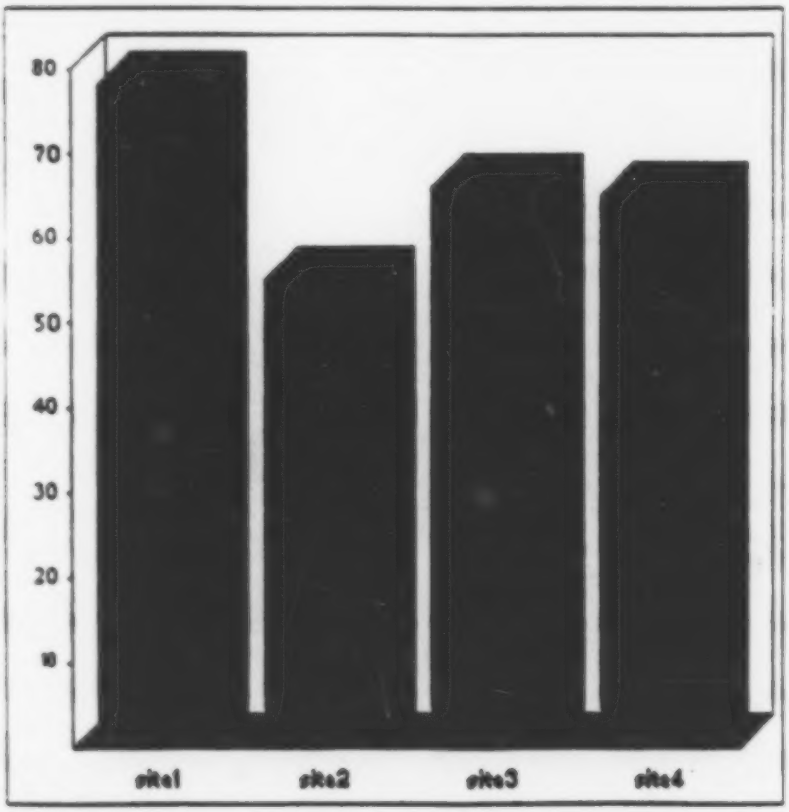

Chart 4. Attendance rates for Cooperative Discipline trainings.

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What readily becomes apparent was that the host schools that had the highest number of host school members had better attendance than host schools that had higher populations of other school participants. We discovered through field observation and unstructured interviews three reasons why the attendance pattern emerged:

1. Poor communication from the Deputy Superintendent's Office to the schools other than the host schools. Teachers from the none host schools were all under the impression that there were to be only five training sessions, not sixteen.

2. Weather and automobile traffic conditions that changed throughout the day made travel to the host schools difficult especially during the winter months.

3. Obligations at the schools of the non-host school members, such as coaching, tutoring, principal meetings etc., affected the attendance.

3. Each training will last no longer than 2 hours.

The Center for Peace Education was completely successful in achieving the final goal that no training would last more than two hours. The evaluator attended sixteen, randomly selected Cooperative Discipline in-services and did not record any of the training sessions lasting more or less than the prescribed two hours.

Results of First-open-ended survey:

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The first open-ended survey was designed to examine the motivation of the participants and to establish contacts for later follow-up interviews with the participants. The survey was administered at Sites 1, 2, and 3. The survey consisted of the following five questions:

1. Briefly jot down the student behavioral problems confronting you as a teacher.

2. How much time each week would you be willing to spend (with financial reimbursement) to read, study, work with consultants and meet with other teachers for sharing and support, in order to develop your skills in addressing relationship problems?

3. How much time each week would you be willing and able to devote with your students in your classroom specifically toward developing skills that address relationship and behavioral problems?

4. Would you be willing to volunteer for a follow-up interview regarding your Cooperative Discipline training? (All interviews will be confidential and results will be anonymous).

5. If you answered yes to the above question please print your name and telephone numbers where you can be reached.

A total of sixty surveys were administered with thirty-one, or fifty-one percent, returned.

1. Briefly jot down the student behavioral problems confronting you as a teacher.

Of the thirty-one returns, the most frequent behavioral problem reported by the teachers was arguing. Arguing constituted twenty-eight of the thirty-one responses. It was not clear at first what was meant by arguing. Was it student to student arguments? Or students arguing with the teacher? We concluded based upon the field observations and follow-up interviews that what the teachers were referring to were argumentative children (See Appendix A. Fieldnote #14).

The next most frequent responses were fighting and poor academic performance. Twenty-two of the teachers responded that both fighting and poor academic performance were problem behaviors. By fighting the teachers meant physical fighting amongst students, and poor academic performance meant either not reaching potential or not achieving grade appropriate scores on standardized tests.

The third most frequent response was tattle-telling behaviors. Twelve of the respondents mentioned that children telling on other children was a problem behavior.

Some of the teachers tried to assign causal connections to the behaviors of children. Five respondents mentioned that poor self-esteem was the reason most children misbehaved.

2. How much time each week would you be willing to spend (with financial reimbursement) to read, study, work with consultants and meet with other teachers for sharing and support, in order to develop your skills in addressing relationship problems?

On average the teachers responding said they would spend anywhere between one to three hours to develop such skills. Two teachers responded that they would spend "as much time as it takes" to develop such skills.

3. How much time each week would you be willing and able to devote with your students in your classroom specifically toward developing skills that address relationship and behavioral problems?

On average the teachers responded with more time, three to five hours, if such training could be done in the classroom. Again the same two teachers that remarked "as much time as it takes" to question number 2 made a similar response to this question.

4. Would you be willing to volunteer for a follow-up interview regarding your Cooperative Discipline training? (All interviews will be confidential and results will be anonymous).

Fourteen of the thirty-one teachers volunteered for a follow-up interview. All of the respondents were women.

5. If you answered yes to the above question please print your name and telephone numbers where you can be reached.

Of the fourteen positive responses, eleven left their phone numbers, either at work or home, to be contacted for the follow-up interviews.

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The follow-up interviews, structured interviews, were never conducted. The evaluator who was also conducting evaluations of the other two Center for Peace Education programs, just could

not cover all of the aspects of the evaluations. The decision was made to rely upon unstructured interviews, which were conducted, based upon questions that were generated from the field observations. Yet it is interesting to see that less than half of the teachers who filled out the survey volunteered to be interviewed.

Results from the Second Open Ended Survey

The second open-ended survey was administered by the Center for Peace Education to help the executive and education directors in addressing feedback that they were receiving from the office of the Deputy Superintendent's Office. The lead evaluator was not consulted on how to write up, administer, or conduct the survey. Therefore how the survey was deployed, to whom, and how many responses were generated, are unanswered questions. The survey consisted of four questions:

1. What is the most important thing you are learning from this training?
2. What do you like most about the training?
3. What do you like least about the training?
4. What suggestions do you have for the trainers to improve upon this training?

1. What is the most important thing you are learning from this training?

The most popular response to this question had to deal with identifying the goals of misbehavior of the children. In identifying the goals of misbehavior, the teachers felt that they could develop an appropriate intervention for the behavior. The following responses are indicative of how the teachers answered the question.

"I have learned that one way I can change student's behavior is by changing my reactions to their behaviors. I have had dramatic differences in student responses with some of the techniques I learned in this class."

"Goals for behavior. Suggested method of dealing with behavior once goal is known."

"I am learning to reflect on the behavior of my students and try to act as opposed to react."

"There are many ways to handle many behaviors that disturb me and others. Most all behaviors stem from the need to belong."

Field observations, in reviewing the workshop agendas, at all four sites, confirm that the emphasis upon the role playing of the behaviors, the identification of the goal of the behavior, the small group formulation of a School Action Plan, and the subsequent intervention would have made the behavior identification component of the training the most important thing to learn (See Appendix A. Fieldnote #15).

A second response of equal importance seemed to be the communication techniques that focused upon listening to what the students were saying. In connection to the listening techniques were the responses that gave the children choices in their behavior selection. In other words the use of reflective listening and "I statements" were the second most important things that the teachers learned. Indicative of this type response teachers stated that:

"How to develop better listening skills. Using various strategies to diffuse explosive situations in the classroom."

"The students play a big part in the room. How you talk and listen to them will make a difference."

The third most important thing that teachers learned were techniques in how to improve the self-esteem of their a students. We provide the following example to illustrate our point.

"How to deal with students with attention-seeking behavior. I have students in my classroom that want power and revenge. I have learned techniques that work for my student that also build self-esteem."

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2. What do you like most about the training?

The most frequent responses that were elicited from the teachers regarded the interactions that they had amongst each other. The ability to sit down with peers and discuss what was occurring in their individual classrooms was something that almost seemed novel to the teachers. The following responses are indicative of how the teachers answered the second question.

"When we are given an opportunity to share our concerns and receive some assistance from the group."

"Being able to share and receive experiences of fellow teachers on how they handle/deal with discipline situations."

"Sharing with others, suggestions from others. Also after some bad days I feel ready to try again with some situations. Affirming that I have been doing something right."

"Chance to talk to other teachers. Able to discuss own problems and get input/feedback."

Self-statements made by teachers during field observations, from all four sites, confirmed that the phenomenon of a "support group interaction" is an important experience for the teachers. Teachers at all four training sites when in the midst of an interaction with the group made statements like, "I never thought about using the time out chair for something like that, that's a good idea!" (See Appendix A. Fieldnote #16). The importance of this finding should not be dismissed. Teachers need regular opportunities to vent and process (seek solutions) for what is happening in their classrooms.

In addition, field observations documented that the teachers had positive relations with their trainers, as outside consultants, who could provide additional input about student behavior. Statements like, "(Trainer name) you have such a good sense of humor when we get down about

(student's name), " were made at all four sites were teachers complimented a trainer by name in providing an insight on a student's behavior (See Appendix A. Fieldnote #17).

The textbook was well liked by participants in at least one of the training sites. Site #1 had seven positive responses regarding the use of the textbook.

3. What do you like least about the training?

The time of the training, the length, as well as the schedule, was the least liked component of the training. Teachers felt that the combination of a two-hour training at the end of a workday was taxing and exhausting. The following statements are typical of the responses made by the teachers.

"At the end of the day, it is very difficult to be patient and I'm always anxious to get home. For this reason it bothers me if we do not leave at 5:00."

" At the end of year--should be in beginning of year. This is an important aspect."

"These sessions follow work and staff meetings--one begins tired and with little ability to think or process."

"Not enough time."

Field observations also confirmed that the time factor was a principal concern for teachers. Though, as we mentioned earlier, none of the trainings that we had observed ever went over the two hour limit, participants and trainers at each location had to negotiate time elements. Such negotiations included removing the "scheduled break" or leaving early and starting early in the next session.

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The second least liked aspect about the training was the use of role-playing by the participants. It first appeared that the actual acting out in role playing was uncomfortable for the teachers. Such statements as the following are indicative of the responses to this question.

"I do not care for the plays/roleplaying situations."

"I feel constricted about roleplaying."

"Participant simulations of problems and solutions. If I dealt with students adequately to my thinking, I wouldn't take the time for this course."

"Roleplaying. Lots of these suggestions do not apply to the specific types of problems that we deal with."

The last two statements are more revealing and address the issue of trainer experience and what the teachers regarded as "essential role playing." Field observations and unstructured interviews discovered that the teachers want "relevant" role playing situations that are particular to the population of children that they are teaching. (See Appendix A. Fieldnote #18).

The third thing that was disliked by the teachers was the way that some of the trainers used the textbook. Teachers were annoyed when trainers read directly from the text. Statements such as, "Listening while the trainers read the book: we can read it ourselves!" are indicative of what the teachers disliked.

4. What suggestions do you have for the trainers to improve upon this training?

The most frequent response given by the teachers would be the application of Cooperative Discipline by the trainers. Teachers wanted concrete examples, anecdotes from the trainers, about how they used the techniques in Cooperative Discipline themselves. The following examples are indicative of this response to the question.

"For (name of trainers) to share more experience they've participated in, such as sessions where they've told individuals how to solve certain problems."

"More concrete suggestions. Would like to see presenters out in the building and spend some time observing firsthand what we're faced with."

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"Present situations that really apply. Class should be presented on a more advanced level."

"The only change I recommend would be to have each other observe behavior in the classroom in a "real" situation and provide feed back."

Again field observations, at all four sites, would confirm that this need for "real" application is a priority for the teachers. One observation that sticks out particularly well is when the education director for the Center for Peace Education was visiting the Site #1 workshop and the teachers had confronted the trainers asking, "How do you use Cooperative Discipline with Severe Behavioral Handicapped (SBH) children?" The trainers honestly stated that they "did not have experience with SBH children." The education director intervened and related his experiences with SBH children at the Students' Creative Response to Conflict training site and how he "used" Cooperative Discipline techniques there (See Appendix A. Fieldnote #19).

The second most frequent suggestion was that the trainers use the Cooperative Discipline video. The Cooperative Discipline program has an accompanying video which Dr. Albert mentions in her book. Unfortunately the use of this video was never witnessed by the evaluator.

4. To provide training that is well received by the teachers.

The evidence that the training was positively received by the teachers can be inferred from the data that has already been provided. The attendance rates are indicative of positive receptivity as are the attitudes that were expressed by the teachers in the open ended surveys. In addition, the evaluator documented sixteen incidents of what can be called "positive professional relationships" among the teachers and the trainers.

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These positive professional relationships are important in that the teachers and trainers are developing the necessary skills in future team building and cooperative learning environments. Statements such as, "(Trainer's name) has made me think about discipline in a much more positive

way." And "(Trainer's name) knows what it's like in the schools and (Trainer's name) has helped me make use of Cooperative Discipline in my daily classroom" (See Appendix A. Fieldnote #20).

5. To improve academic performance of the students at the training sites.

The evaluators acknowledge that the use of Cooperative Discipline was not implemented in time to dramatically impinge upon the academic performance of the students. We collected and summarize the overall academic performance, as measured by the California Achievement Test, of the four training sites so as to establish baseline measure for comparisons in the event of future trainings at any one of the four sites by Center for Peace Education. We examined the achievement results comparing 1991 - 1992 and 1992 - 1993 school years.

Table 24 summarizes the overall academic performances at each of the four training sites.

	1991 -1992			1992 - 1993		
	Reading	Language	Math	Reading	Language	Math
Site 1	26.7	34.1	48.8	29.0	33.3	51.0
Site 2	42.2	46.2	48.0	32.9	34.9	42.3
Site 3	20.4	25.1	33.7	24.1	26.1	40.2
Site 4	31.5	39.4	43.2	28.3	38.4	44.9

Table 24. Overall Academic Performance at the Four Cooperative Discipline Training Sites.

The evaluators also decided that it would be useful to document the suspension data for the four training sites. It was decided that the Cooperative Discipline training was deployed in a timely enough manner that if there was an effect on student behavior it might be reflected in the suspension data. We present the changes in suspensions from the 1991 - 1992 and 1992 - 1993 school years in Table 25.

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	91 - 92	92 - 93	+/-
Site 1	85	206	+121
Site 2	176	47	-129
Site 3	134	106	-28
Site 4	74	45	-29

Table 25. Out-of-school suspension changes in CD training sites

We are pleased that in three of the four sites where Cooperative Discipline training occurred that the number of suspensions dropped. In light of our earlier findings from the discipline referral and suspension data at the site of the Students' Creative Response to Conflict training, we cannot conclude that Cooperative Discipline training had any statistical relationship in reducing the number of suspensions.

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PEER MEDIATION

Program Description

Peer mediation is a program were students are trained to mediate student to student disputes. The theoretical background for peer mediation is grounded in the early works of Anatol Rappaport's two person game theory and further articulated by Ury and Fisher in the book *Getting to Yes*.

Peer mediation is identified in the conflict resolution literature as an intervention strategy.[13] The initial training is similar to both Students' Creative Response to Conflict and Cooperative Discipline in that the participants sit in a circle to learn the concepts associated with mediation. Skills in communication, especially listening skills, are emphasized during the formal workshop circle.

One distinguishing feature of Peer Mediation training is the heavy reliance upon role playing of mediations. Typically the lead trainers will provide a vignette of some type of conflict that can be mediated and then asks the participants to role play the mediation.

The mediation model that the Center for Peace Education uses is known as a Triadic Mediation Model.[14] The triadic mediation model relies upon the use of a third party that is considered neutral by the disputing parties. In addition the triadic model is dependent upon the voluntary involvement of the disputing parties.

Depending upon the mediation model and the program implementation, the "step process" of the mediation varies from a four step to twelve step process. The Center for Peace Education uses a six step process for mediating a dispute. The steps are as follows:

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1. Introduction

2. Telling the Story

3. Understanding the Problem

4. Alternative Search

5. Resolution

6. Departure

The first step in the mediation process is introducing the disputants to the concept of mediation and securing a verbal agreement that the disputants are voluntarily submitting to the mediation process. In addition, the introduction lays down a set of "groundrules" that the disputants are to verbally agree to follow. The rules are: 1) Only one person talks at a time, 2) no put downs, 3) remain seated, and 4) strive to reach an agreement.

After the introduction the mediator will begin the mediation by selecting one of the disputants to begin telling her or his story. The selection process varies from dispute to dispute. For example, sometimes a mediator may choose to use the flip of a coin to decide, or may elect to hear from the disputant who is in the greatest need to speak first. During the story telling phase, the mediator asks each disputant to direct the story to the mediator, rather than at the other disputant. The mediator will take notes of what is being said and keeps time on how long the disputants speak so as to provide order and a semblance of fairness in the proceeding.

After both disputants have told their stories to the mediator, the mediator will try to get the disputants to talk to each other. There are several ways that the mediator can accomplish this task. For example, the mediator may ask the disputants to tell each other what they just told the mediator or the mediator may ask the disputants to repeat the version of the dispute that their counterpart had just offered. The important part of the process is to get the disputants mutually acknowledging and listening to each other.

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The understanding the problem step involves the use of clarifying questions from the mediator and disputants. The mediator then is responsible for the summarization of the problem as both sides see it and at least a verbal agreement from both parties that the problem stated is the problem that needs to be addressed.

The fourth step moves the disputants into the search for a solution to the problem. The mediator initiates a brainstorming session, where any solution no matter how impractical is offered in a free and uncritical manner. After the alternatives are exhausted, the mediator reads off the alternatives to help the disputants find among them some common agreement. The mediator may prompt the disputants into examining some of the common features of any one solution but is never to suggest the solution.

After the disputants agree upon a solution the mediator moves the disputants into resolution. The resolution stage fine tunes the agreement so that both disputants can live up to maintaining the agreement. The mediator will probe the disputants on the tangible issues to make sure that the agreement is suitable to both parties. During this step, the mediator will write down the agreement on a contract.

The final step is the departure stage when the mediator asks the disputants to sign a contract that states the agreement. The disputants and mediator fill out an evaluation of the mediation session. The mediator then schedules a follow up date, usually thirty days later, to check with the disputants to make sure that they are living up to the agreement. The mediator then dismisses the disputants.

The Peer Mediation trainings were deployed in two concurrent eight hour sessions. With an unspecified number of smaller follow-up sessions. The difficulty in the deployment of services

was that both trainings occurred in the last quarter of the school year making follow-up session difficult to schedule.

Site Descriptions

Site 1 The training site for school one occurred late in the school year, off the site of the school in a series of convention rooms in a hotel in downtown Cincinnati. The rooms were located on the second floor of the hotel. The school site itself was located across the street from the University of Cincinnati. The school was a "professional development school" receiving additional services from the Cincinnati Initiative for Teacher Education program, based at the University of Cincinnati.

Facilitators. The lead facilitator was an African American female, with a Level III rating in Peer Mediation. In addition the lead facilitator has had extensive mediation experience working for a court-based mediation program. The second facilitator was, a European American male, with Level I ratings in Peer Mediation and Students' Creative Response to Conflict. In addition, the education director for the Center for Peace Education provided training in Bias Awareness and the role of biases in the mediation process.

Participants. There were a total of twenty one students participating in the Peer Mediation training. Of that number fourteen were African American, six males and eight females. There were seven European Americans, two males and five females. Six of the students reported that they were in the ninth grade, six reported being in the tenth grade, five reported being in the eleventh grade, and five did not record any grade level. Attendance for both trainings was at one-hundred percent.

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The exact mechanism of how the students were selected was never made clear to the evaluator. It appears that the students were selected by their peers with final selection for the participation being made by a faculty advisor council.

Four faculty advisors were also present. Three of the four advisors were female and one male. Two were African American, one male and one female and the other two are European American. Interest in Peer Mediation was the self-selecting criteria for faculty involvement.

The power of seating the workshop participants in a circle was evidenced in this training. At the beginning of the training the participants were seated at tables in groups of fives and sixes. There was a great amount of talking occurring among the participants at the tables, as well as between the tables, while the facilitators lectured. At the first break the CPE's education director arranged the chairs into a circle. When the participants returned from the break they were immediately aware of the changes in the seating arrangement and when they reconvened the talking amongst the participants vanished (See Appendix A. Fieldnote #21).

Site 2. The Site 2 training occurred, late in the school year, on school grounds in a lecture auditorium on the third floor of the school. The school itself is monolithic comprising three separate educational programs - vocational tract, an international studies tract, and general high school tract. The evaluator got lost and had to ask a student for assistance to get to the room.

Facilitators: The lead trainer was an African American female who provided training at Site I and the second trainer was rated a Level III trainer in Peer Mediation and Students' Creative Response to Conflict and a Level I trainer in Cooperative Discipline. She also provided training to sixth grade teachers at the Students' Creative Response to Conflict training site. In addition the education director for the Center for Peace Education provided Bias Awareness training and the role of biases in the mediation process.

Participants: A total of twenty-four students were enrolled for the Peer Mediation training at Site 2. Only twenty of the twenty-four participants were in attendance at the first training. Of the

twenty in attendance eight were African American, four females and four males, and twelve are European American, eight females and four males. Six of the students responded that they were in the ninth grade, five responded that they were in the tenth grade, seven responded that they were in the eleventh grade, and two responded that they were in the twelfth grade. Only one participant did not record the grade level they were in. Attendance was eighty-three percent for the first training and one-hundred percent for the second training.

As in the case of the Site 1, training the exact mechanism for student selection was not exactly clear. It appears that the Peer Mediators were selected from a pool of students involved in extracurricular activities, such as cheerleaders and debate team members. It was from this pool that the students were then elected during homeroom period elections.

Six faculty advisors were in attendance, five females and one male. Three of the faculty advisors were African American, two females and one male and the other three were European American. Interest in Peer Mediation was the self-selecting criteria for faculty involvement.

Goals of Peer Mediation

There are four goals that were developed for both training programs, they are:

1. Develop an understanding of conflict and how to positively manage it.
2. Understand and learn the mediation process.
3. Develop the necessary listening and communication skills to become an effective mediator.
4. Foster cooperation and mutual support among the peer mediators during and after training.

Evaluation Design:

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The evaluation of the Peer Mediation programs follows the goals of the program. We again used field observations and unstructured interviews based upon the observations. In addition, a

standardized stool measuring the effects of the Peer Mediation training upon the recipients was used. The evaluators prepared a pre-test/post-test design with the pre-test administered at the very start of the training and a post-test scheduled thirty days after the training. Unfortunately, due to circumstances beyond the control of the evaluators, the post-test was never administered.

Attendance and achievement data were collected for each school so as to establish a baseline for future comparisons if the Center for Peace Education continued Peer Mediation training at the two sites.

Evaluation Results:

It is impossible to provide even a tentative answer to the how well the Peer Mediation training met the stated goals of the training without the results of a post-test to compare the pre-test results. We will briefly describe the standardized instrument that the evaluators used, the administration of the pre-test and sample selection.

The instrument that was used was the "Student Attitudes About Conflict Scale" developed by the New Mexico Center for Dispute Resolution. The pre-test we used was the forty item, four foiled, likert scaled version with the exclusion of eight confounding questions done manually after computer tabulation. The post-test was the thirty-two item, four foiled, likert scaled version. (See Appendix C. for both versions of the survey).

The sample that was selected involved all the participants at the first trainings for both training sites. The sample was then stratified by grade and gender. The results were hand tabulated and entered onto the VAX computer at the University of Cincinnati for descriptive analysis and future inferential analysis.

The published reliability coefficient, Cronebach's alpha, for the instrument is a very high .94. In other words, this instrument is supposedly a reliable measure of students' attitudes involving

conflict. But when we subjected the initial results to simple frequency counts and reliability tests, we discovered that for our two samples the reliability coefficient, Cronebach's alpha, was a very low .36 for Site 1 and .34 for Site 2. In other words, the instrument for our sample, was doing a poor job of measuring students' attitudes regarding conflict.

The field observations provide some evidence of success for each of the stated goals.

1. Develop an understanding of conflict and how to positively manage it.

At both training sites the participants demonstrated a clear understanding of conflict during the large group discussion on the topic of conflict. Definitions such as "fighting over something dumb" and "people talking about other people" elicited acknowledgment by other group members saying "yes" or shaking their heads in the affirmative, which demonstrated to the evaluator that participants had an understanding of conflict.

Whether or not the participants know how to positively manage conflict is another question. It may be safe to assume that since all of the participants are at the training voluntarily they may have been motivated enough to learn the concepts of mediation so as to offer mediation as an alternative when they witness a dispute or engage in a dispute themselves.

2. Understand and learn the mediation process

The evaluator witnessed in the training at Site 2 at least one successful role playing of the mediation process by the participants (See Appendix A. Fieldnote #22).

3. Develop the necessary listening and communication skills to become an effective mediator.

The evaluator observed activities in both locations that are used to develop listening and communication skills. The lack of any confusion and the depth to which the activities were processed lends some evidence that the Peer Mediation training was successful in meeting this goal.

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4. Foster cooperation and mutual support among the peer mediators during and after training.

The evaluator repeatedly requested from the education director at the Center for Peace Education and the trainers at both training sites inform the evaluator of the future follow-up sessions at both locations. The evaluator had received word of one follow-up session that was tentatively scheduled while the evaluator was scheduled to be out of town. Upon returning the evaluator was informed that the tentative meeting did not occur and had to be rescheduled. No further information was ever relayed to the evaluator from the Center for Peace Education..

In addition, the evaluators collected data on achievement, as measured by the California Achievement Tests, for both sites. The data that was collected was 1991 - 1992 and 1992 - 1993 school years. The Peer Mediation training was offered far too late in the school year to have impinged upon the academic performance of either school. We present the data for informational purposes and for future analysis purposes. Table 26 summarizes the achievement results of both schools.

	1991 - 1992			1992 - 1993		
	Reading	Language	Math	Reading	Language	Math
Site 1	44.6	35.0	35.3	37.5	25.4	25.6
Site 2	40.9	31.1	35.3	40.8	29.0	33.0

Table 26. Summary of California Achievement Test results for Peer Mediation training sites.

Finally, the evaluators also recorded suspension data for both training sites for the same reasons as we collected the achievement data. We collected data for the 1991 - 1992 and 1992 -1993 school years. Table 27 summarizes the results.

	91 -92	92 - 93	+/-
Site 1	505	186	-319
Site 2	728	441	-287

Table 27. Summary of suspension data for Peer Mediation training sites.

Again it is good to see the suspensions decrease, but the Peer Mediation training has no connection to the reduction in suspensions.

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DISCUSSION

The pilot study for the first year evaluation of the Center for Peace Education's programs n non-violent conflict resolution presents a mixed picture of process and program results. Mixed esults, of course, are expected in any pilot project. The evaluation documents and provides the Center for Peace Education with a cornucopia of information regarding the relative strengths and veakness for each of the training programs.

The evaluation model itself has its own strengths and weaknesses. The real strength of the valuation is the promise of the methodology in using a multi-modal approach in data collection and analysis. Focusing upon "discipline referral" as opposed to suspensions as the unit of analysis s of particular importance, due to the discovery of the lack of a correlation between discipline eferral and suspension. In addition, the field observations supported both the quantitative and qualitative survey data for two of the three trainings, thus triangulating the findings. Our model is powerful and is one that can be replicated by other researchers in the country, if they choose to do o, thus adding to the growing body of knowledge in the conflict resolution field.

The weaknesses of the study includes that the evaluators tried to do too much with too few resources and inadvertently the third program, the peer mediation training, suffered from the lack of resources to aggressively follow up the pre-test survey. Also generalizability from the quantitative data is limited to similar populations of school children in the mid-west. Finally, though the methodology offers the promise to definitively answer many questions surrounding conflict resolution training, the results of our own study should be used only as promising tentative data.

There are, of course, some circumstances that were peculiar to our study that may not be existent elsewhere. First, time constraints were multitudinous in that everyone involved in the pilot

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project had time commitments that conflicted with some aspect of the pilot project. Teachers had time constraints, as did trainers and the evaluators. The time factor certainly interfered in the deployment of services in the trainings, especially in the deployment of the Peer Mediation training.

The lead evaluator had the additional responsibilities of full-time student during the first year evaluations. This directly affected the quality of the field notes for the observations, for rarely did the lead evaluator have the time to return home and immediately write up the field notes. So the richness of the descriptions are lost to recollections in some of the descriptions.

The internal conflicts within the Center for Peace Education had direct bearing upon the training and the evaluation A conflict between the executive director of the Center for Peace Education and the former education director certainly impinged upon the recruitment of more experienced trainers in the trainings. The new education director and the executive director for the Center for Peace Education experienced a series of conflicts that impinged upon the communication mechanisms of the organization.

The conflict between the new education director and the lead evaluator hindered the efforts to secure a control school for the SCRC project as well as communications regarding the training schedules of the other programs. The lead evaluator also had a strained relationship with the principal of the SCRC training school which inhibited rapport and access to consistent data retrieval.

A conflict also emerged between the second evaluator of the SCRC program and both directors of the Center for Peace Education which culminated in elimination of the structured interviews of the teachers and students in the SCRC program.

Yet the conflicts proved to be of benefit to the Center for Peace Education, for inspite of
e conflicts, the pilot project services were deployed and an important evaluation of the trainings
as completed. The conflicts also provided the members of the Center for Peace Education with
portunities to practice what they preached in conflict resolution, in effect allowing the members
the Center for Peace Education to model to the larger community appropriate responses to
ndling potentially destructive conflicts.

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CONCLUSIONS

The process evaluation of the Students' Creative Response to Conflict training resulted in retaining the integrity of the SCRC program by keeping the lead trainer on track when he began to diverge from the SCRC format with supplemental materials. The process evaluation afforded the directors of the Center for Peace Education with the opportunity to make adjustments in the training to accommodate the needs of the teachers and administrators at the school, such as an emphasis on conflict resolution techniques in the classroom and in-service workshops. The process evaluation also provided insight on how internal conflicts within the Center for Peace Education impinged upon the deployment of services and subsequent outcome evaluation.

Teacher receptivity to the training was by and large positive, but the quality, defined by classroom experience of the trainer, was the key factor to individual teacher receptivity. Positive relationships among teacher and trainers developed good models of how to cooperate for the students. The outcome evaluation demonstrated that Students' Creative Response to Conflict training did positively affect teachers in their attitudes regarding communication, cooperation, affirmation and conflict resolution. The teachers also demonstrated that they were conscious of bias in the staffing of the trainers.

The Students' Creative Response to Conflict training also had positive effects in the attitudes of the children regarding communication and self-esteem. Although the attitudes were positive, we did not see a subsequent positive response in the behavior of the children as measured by discipline referrals. Suspensions did decrease at the school, but we could not attribute the decrease to the SCRC training. Nor did we see an increase in academic performance among the children.

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The Center for Peace Education was successful in delivering all of the trainings it had contracted for with the Cincinnati Public Schools in Cooperative Discipline, though the target number of training one-hundred teachers was not met. The fact remains that the trainers did train fifty-three teachers successfully and could have trained an additional fifty if the teachers time and schedules would have been conducive to the training.

The clear understanding of the goals of misbehavior exhibited by children proved to be the solid contribution that Cooperative Discipline training offers. In addition, the ability for teachers to vent, process and seek solutions amongst peers, proved to be an invaluable consequence of the training.

The Center for Peace Education also successfully delivered the contracted upon services in Peer Mediation, but because of the very late start of the training, the evaluation team was unable to document much in the way of results.

The Center for Peace Education has demonstrated that it is a viable organization in addressing the myriad of conflicts occurring in area schools. The following recommendations are designed to inform the Center for Peace Education on what could be done to improve the trainings and the delivery of services.

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RECOMMENDATIONS

1. Adhere to the CPE policy of matching experienced and inexperienced trainers.

The evaluation of each of the Center for Peace Education's' conflict resolution programs demonstrated a consistent theme of the need to have experienced trainers on site for each training and to a large extent the Center for Peace Education was able to adhere to their policy. The problem rested in the coordinating position at the Students' Creative Response to Conflict training site. In addition, CPE has a policy to pair up experienced and inexperienced trainers and should adhere to this policy even if that would mean the reduction of overall deployment of services. One of the major recurrent themes was the need to have "real applications" demonstrated to the teachers that these programs work. Experienced trainers are the only ones who can provide examples of using the trainings in real life situations.

2. Provide advanced workshops for trainers.

The need to expand upon techniques and improve individual trainer's skills would be met if the Center for Peace Education provided advanced trainings for the trainers. Using outside training, from both local and national service providers, would expand the skills of each trainer. Training regarding negotiation skills, race and gender issues, multiculturalism, and economic class differences would be beneficial to the trainers.

It is to the credit of the Center for Peace Education that in the summer of 1992, a special workshop, in bias awareness was provided for trainers utilizing the services of Priscilla Prutzman, one of the co-founders of Childrens' Creative Response to Conflict. This kind of training is a good sign that the Center for Peace Education is serious about making the constant improvements to keep pace with the rapidly changing world.

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Each trainer ought to be trained in each one of the CPE programs.

The considerable overlap of the trainings seems to imply that if a trainer received training one program they would not need training in another. But considering the requests from teachers regarding the need for interpersonal conflict resolution skills, all CPE trainers can benefit from techniques specific to each program. For instance, SCRC provides skills in group interactions, Peer Mediation teaches students to solve their own problems. Cooperative Discipline provides teachers with skills for student-teacher conflicts.

Trainers would benefit in courses in Peace Education.

Whether such courses are taken at University of Cincinnati, Antioch College or Xavier University, peace studies courses offer much in regards to information on theory and practice in conflict resolution. In addition, most peace studies courses offer additional information in multicultural studies, classes in racial and gender issues and coursework surrounding issues of poverty.

. **Conflicts within Center for Peace Education need to be mediated immediately.**

Although mediation is a voluntary process, the need for mediation among the peace people just as important as it is for the people that receive the training. In addition, it allows the Center or Peace Education an opportunity to model what they teach.

. **Develop a parent component for trainings.**

This suggestion comes directly from the Office of the Deputy Superintendent of the Cincinnati Public Schools and is a solid suggestion. First, a parental component exists in the Cooperative Discipline training, so precedent has been established. The practical significance is that the parental training theoretically would reinforce the program training in the schools.

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7. Use school specific examples in teacher in-service workshops.

One constant refrain from the teachers was the need to make the trainings more "reality based." Of course, experience will be the best generator of reality based training. Yet, if the Center for Peace Education collected examples from the classroom trainers, in all varieties of schools, and document the activities and the responses of the children, then a ready made catalogue would be available to say what works and where.

8. Stress conflict resolution training using peer mediation in Students' Creative Response to Conflict and Cooperative Discipline training.

Teachers want the techniques used in mediation as well as the skill-building in the personal relationships. SCRC and Cooperative Discipline should incorporate a Conflict Managers' component (much like the Bay Area Project) in dealing with the conflict resolution techniques. In addition, the stressing of group problem solving in the trainings may also alleviate the need, when done at the beginning of an SCRC or Cooperative Discipline training.

9. Stress the use of workshop circle in all trainings.

The workshop circle minimizes distraction and certainly needs to be emphasized as the preferred workshop arrangement. The circle also reinforces community and develops cooperation amongst the teachers.

10. Pay trainers for planning sessions.

There appears to be an optimal amount of planning time for successful workshops. For about every hour of a teachers' in-service workshop, there ought to be at least two hours of preparation. There is little incentive for the trainers to continue this practice if there is no compensation for the time spent developing a workshop.

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1. Begin training at the start of school year.

Wherever possible, begin the trainings at the start of the school year or the beginning of the alendar year. Trainings that begin any later become too enmeshed with the schedules of teachers nd reduce the attendance. Plus, it is easier to collect data based on a year by year basis then it is n a quarterly basis, thus making outcome evaluation easier.

2. Collaborate with other service providers in school.

The very fact that other service providers are operating within the same schools as the enter for Peace Education creates the need to coordinate schedules. The program of each service rovider would be enhanced if the service providers and CPE met on a regular basis to compare otes and cross-train each other.

3. Regardless of whom continue process evaluations at each training.

Process and outcome evaluation from a non-participant of the training is still relatively rare . the literature and distinguishes CPE from other programs around the country. Regardless of hether the lead evaluator from the pilot project is retained or not, it still would behoove the enter for Peace Education to secure an evaluator who is not conducting the training for the CPE nd who is familiar enough with the training to record and document the training processes and utcomes.

4. Conduct assessment surveys of school needs and tailor program around them.

Assessment surveys for each of the programs were limited. The lead evaluator and Center or Peace Education's education director had discussed assessment evaluations of the individual ites but such assessment evaluations never materialized.

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15. Secure school rules and the CPS rules of conduct and be familiar with them.

School rules and goals of the individual CPE programs were never found to be incompatible, yet the individual trainers credibility would benefit from an explicit knowledge of each schools set of rules as well as the Cincinnati Public Schools "Code of Conduct."

16. Create CPE introductory training manuals for trainers for all three programs.

Manuals are needed that are specific to the training formats and the overlapping components of communication, cooperation, and conflict resolution skills.

Williams, J. & Vergon, C. (July 17th, 1992). Summary Report. A Study of Racial Disparities in Student Discipline in the Cincinnati Public Schools.

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Light, R., Singer, J., & Willet, J. (1990). By Design: planning research on higher education. Cambridge, MA: Harvard University Press.

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Prutzman, P., Stern, L., Burger, M.L., & Bodenhamer, G. (1988). The Friendly Classroom for a Small Planet. Philadelphia, PA: New Society Publishers

Nia-Azariah, K., Kern-Crotty, F. & Bangel, L.G. (1992). A Year of SCRC: 35 experiential workshops for the classroom. Cincinnati, OH: Center for Peace Education.

Deutsch, M. (1973). The Resolution of Conflict: constructive and destructive processes. New Haven, CT: Yale University Press.

Deutsch, M. (1989). Teaching Beyond Hate. Paper presented at meeting of the Anotomy of Hate. convened by Elie Wiesel. Boston, MA.

We acknowledge that the sample size of the survey calls into question whether principal components analysis is the best statistical tool to use. We acknowledge the limitations and present the data as a means to evaluate future survey tools.

We acknowledge that the better correlation analysis to use is the "cross-legged panel correlational analysis". Unfortunately, we did not have the means available to provide this type of analysis.

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9 Albert, L. (1989). A teacher's guide to cooperative discipline: how to manage your classroom and promote self-esteem. Circle Pines, MN: American Guidance Service.

10 Filley, (1976). Interpersonal conflict resolution. Glenview, IL: Foreman and Company.

11 See Albert, L. (1989). A teacher's guide to cooperative discipline: how to manage your classroom and promote self-esteem. Circle Pines, MN: American Guidance Service.

12 Dinkmeyer, D. Sr., McKay, G.D. & Dinkmeyer, D. Jr. (1980). Systematic Training for Effective Teaching (STET). Circle Pines, MN: American Guidance Service.

13 Levy, J. (1989, Fall). Conflict resolution in elementary and secondary education. Mediation Quarterly, 7(1), 73-87.

14 Porter, J.N., & Taplin, R. (1987) Conflict and conflict resolution: a sociological introduction with updated bibliography and theory section. Lanham, NJ: University Press of America.

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APPENDICES

A. Fieldnote References

B. Site Maps

C. Surveys

D. Activities

APPENDIX A

Fieldnote References

APPENDIX A
FIELDNOTES

1. SCRC playground field observation, staff comment, January 11th, 1993. Time 11:30 AM.

2. SCRC in-service field observation, lead trainer's remark. January 11th. 1993. Time 3:36 PM.

3. Principal's comment as related to the CPE executive director, June 1993.
   Principal's comment stated to lead evaluator on October 4th, 1993.

4. SCRC in-service field observation, teachers' remarks, March 22nd, 1993. Time near beginning of workshop.

5. SCRC in-service field observation February 8th, 1993. Time 3:14 PM.

6. SCRC in-service field observation April 12th, 1993. Time 2:55PM

7. Comment made by a fifth grade teacher to the lead evaluator at a happenstance meeting at a local retail outlet April 10th, 1993.

8. SCRC in-service field observation, sixth grade teacher comment, April 12th, 1993. Time 3:01 PM.

9. SCRC in-service field observation April 12th, 1993. Time between 3:10 and 3:30 PM.

10. SCRC in-service field observation, March 22nd, 1993. Time not recorded.

11. SCRC in-service field observation, March 22nd, 1993. 3:29 PM.

12. Cooperative Discipline site visits February 22nd and March 1st, 1993.

13. Cooperative Discipline teacher in-service, education director's comment, March 1st, 1993.

14. Cooperative Discipline teacher in-services, all locations during March 1993 observations.

15. Cooperative Discipline teacher in-services, all locations during March 1993 observations.

16. Cooperative Discipline teacher in-services, all locations during March 1993 observations.

17. Cooperative Discipline teacher in-services at all locations during April and May 1993 observations.

18. Cooperative Discipline teacher in-services May 3rd and May 6th, 1993.

19. Cooperative Discipline teacher in-service, education director's comment, March 1st, 1993.

20. Peer Mediation training at Westin Hotel, May 12th, 1993. Time 9:20PM.

21. Peer Mediation training, March 31st, 1993. 11:00 AM.

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APPENDIX B

Site Maps

Students' Creative Response to Conflict Workshop Map

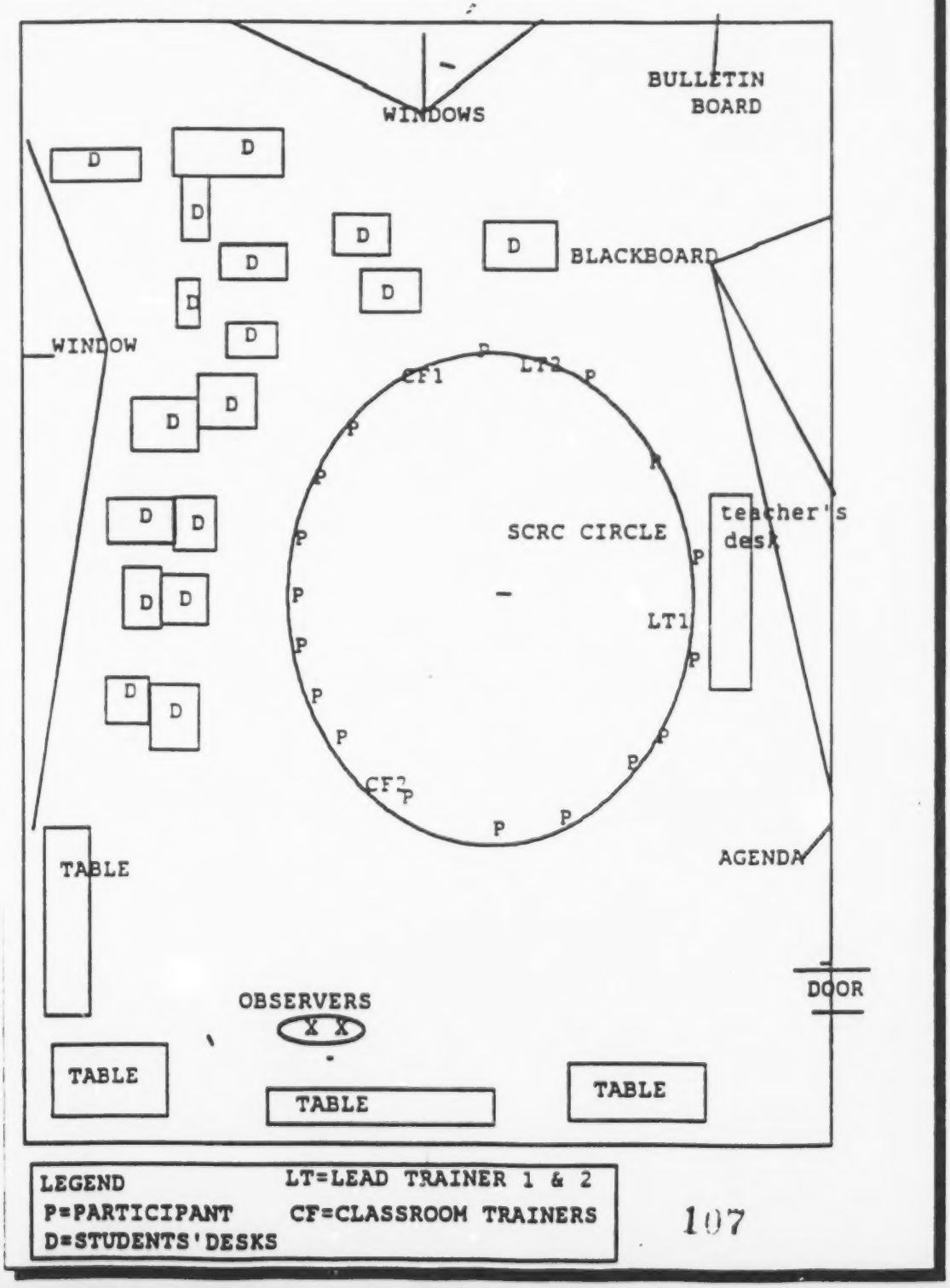
Cooperative Discipline Workshop Site 1

Cooperative Discipline Workshop Site 2

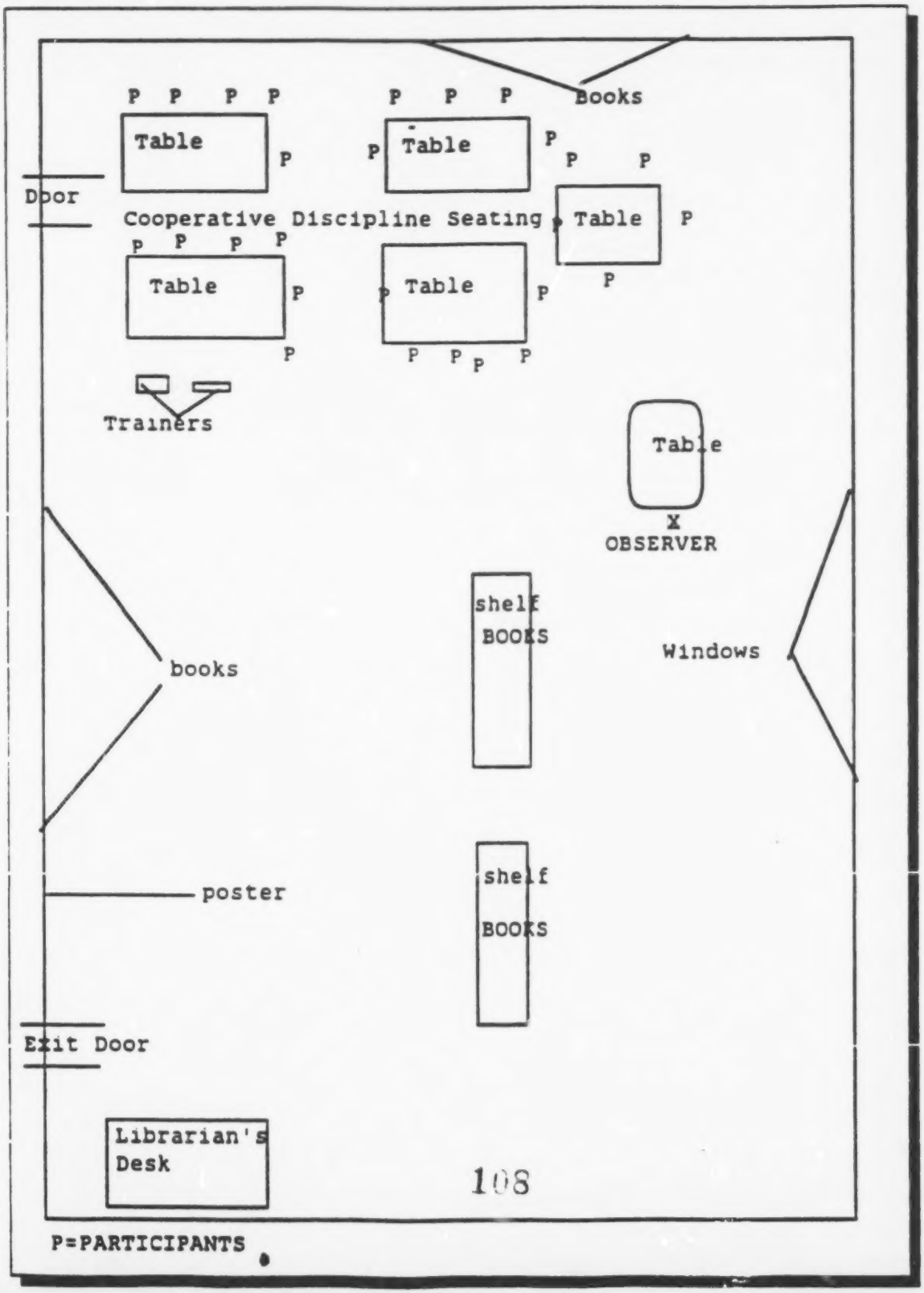
Cooperative Discipline Workshop Site 3

Cooperative Discipline Workshop Site 4

APPENDIX B
STUDENTS' CREATIVE RESPONSE TO CONFLICT WORKSHOP CLASSROOM MAP

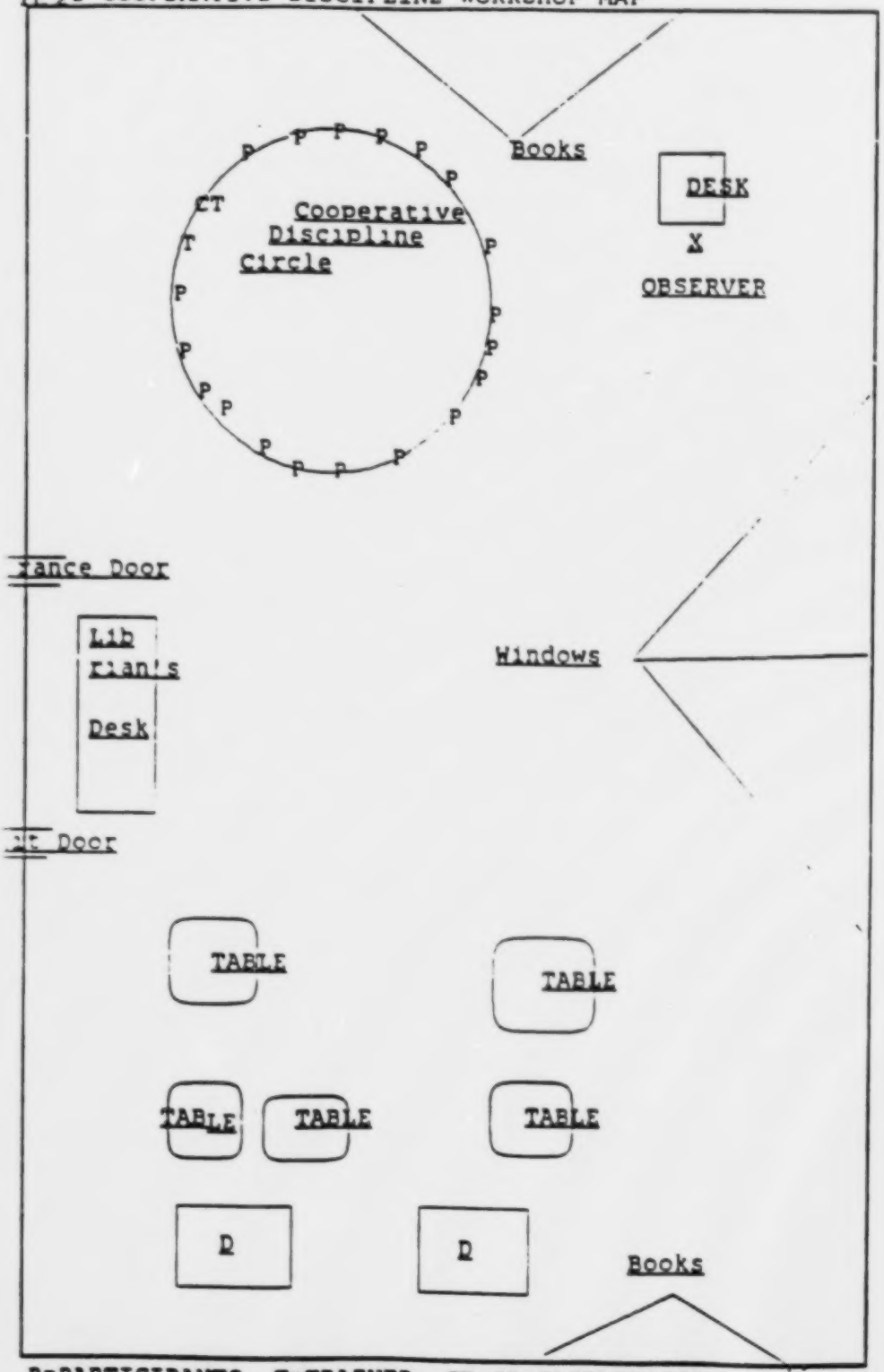


APPENDIX B
SITE #1 COOPERATIVE DISCIPLINE WORKSHOP MAP



PPENDIX B

TE #2 COOPERATIVE DISCIPLINE WORKSHOP MAP



P=PARTICIPANTS, T=TRAINER, CT=CO-FACILITATOR

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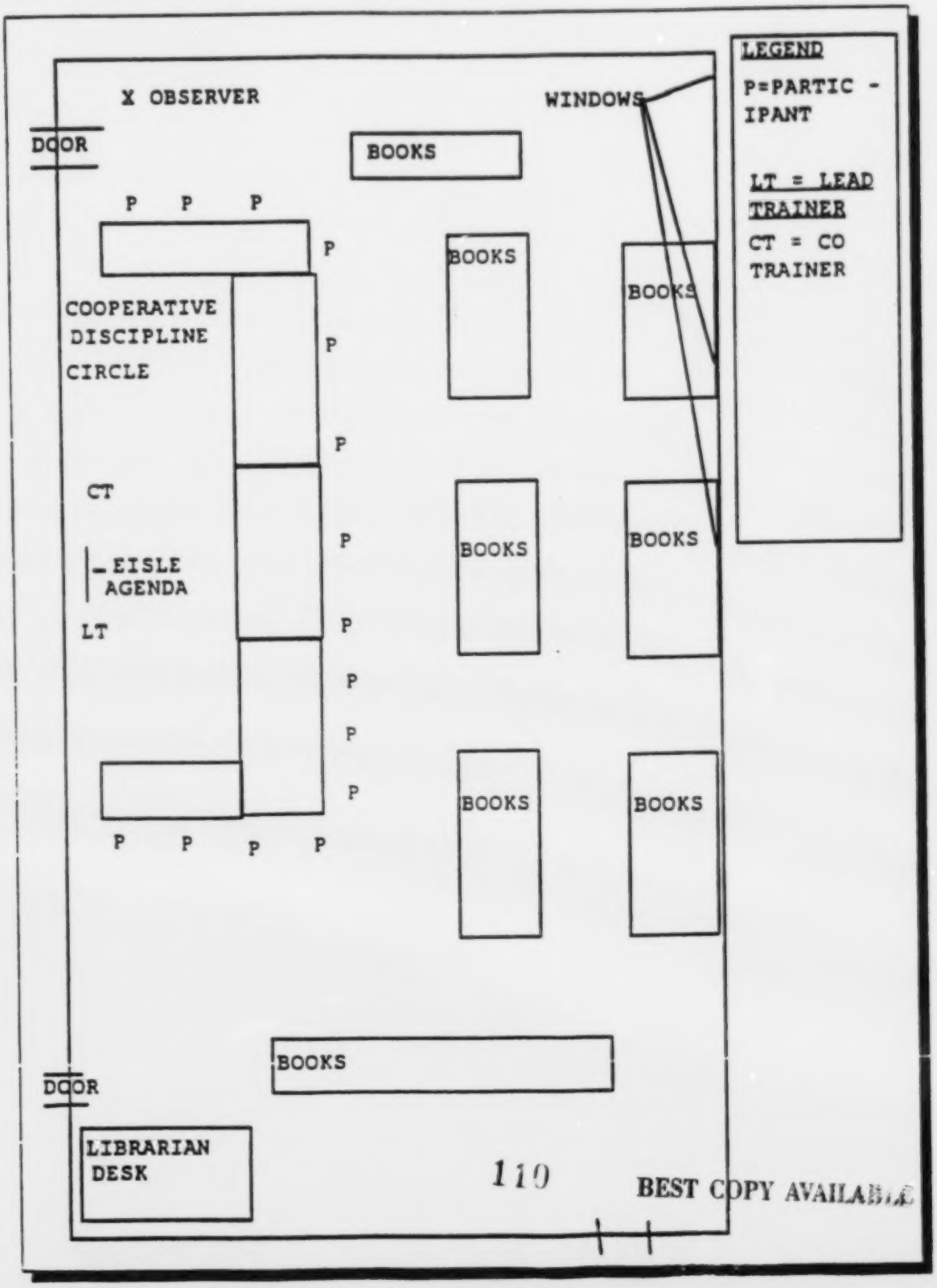
APPENDIX B
SITE #3 COOPERATIVE DISCIPLINE WORKSHOP MAP



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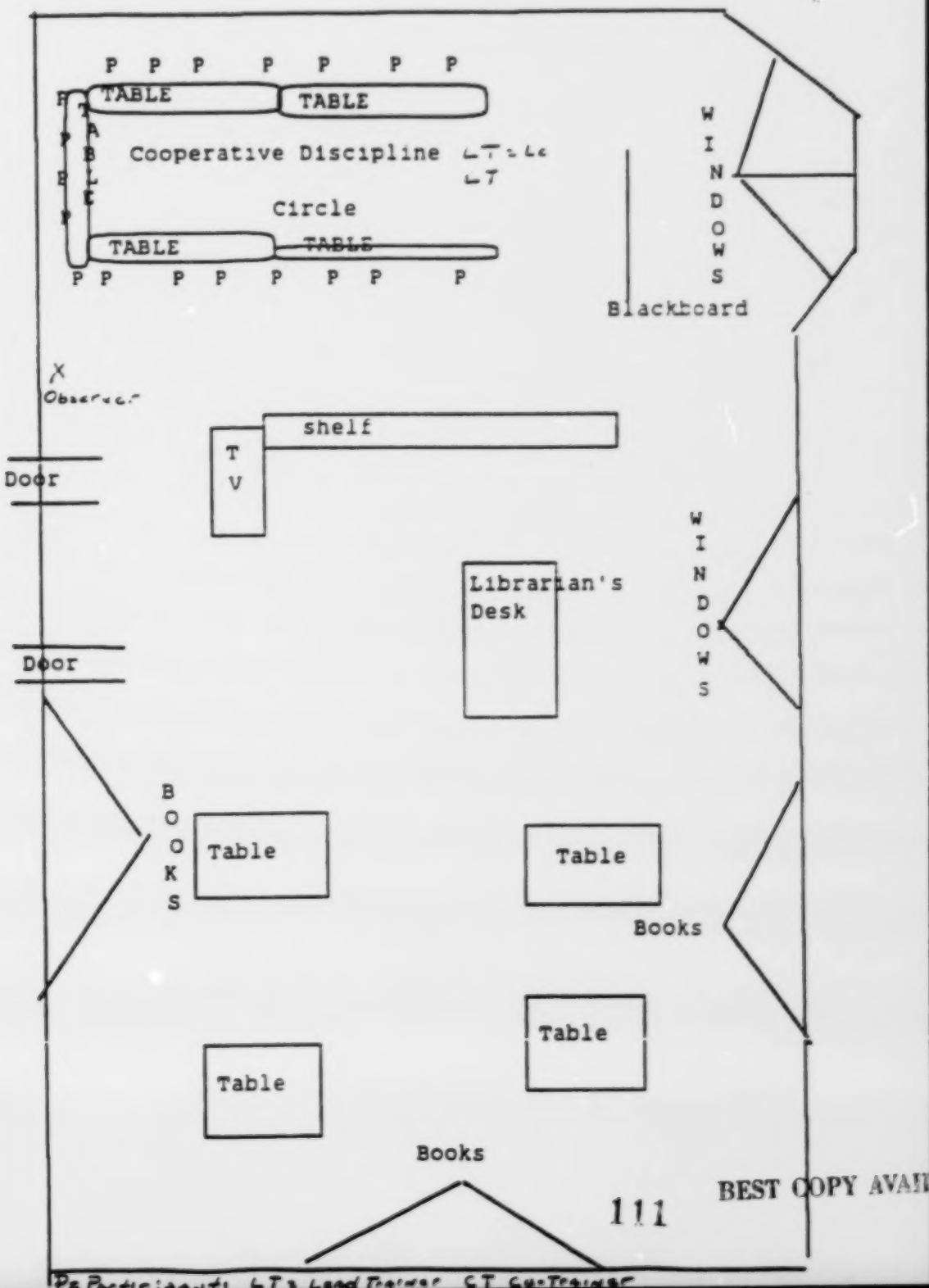
APPENDIX B.
SITE #4 COOPERATIVE DISCIPLINE WORKSHOP MAP



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APPENDIX C

Surveys

Students' Creative Response to Conflict Teacher Survey

Students' Creative Response to Conflict Student Survey

Peer Mediation Teacher Survey

Peer Mediation Student Survey

SURVEY

; order for the Center for Peace Education to better evaluate
:e Students Creative Response to Conflict Program, we are asking
ach teacher to complete the following survey:

RADE TEACHING_____

CARS TEACHING_____

CARS COLLEGE_____

UMBER OF SCRC IN-SERVICE TRAININGS ATTENDED_____
UMBER OF SCRC CLASSROOM TRAININGS_____

LEASE CIRCLE THE CORRESPONDING NUMBER FOR EACH STRONGLY AGREE TO
TRONGLY DISAGREE RESPONSE.

My career and life outside my career are equally enjoyable.

TRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

I feel just as comfortable asking a colleague for help,
egarding the behavior of a student, as I do the principal.

TRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

. I can express my approval or disapproval of a student's
ehavior without expressing judgement about the student.

TRONGLY AGREE AGREE DON"T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

. One can have biases and still be fair.

TRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

. There are other forms of violence than physical violence.

TRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

. I am more committed today to the teaching profession then I
as when I first started teaching.

TRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

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SURVEY

7. I like to work with my colleagues on school wide projects.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

8. Seeking clarification during a conversation is very important.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

9. Stereotypes are sometimes useful as reference information.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

10. There is usually more than one side to an argument.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

11. I am a creative person.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

12. I like to work with new teachers, teachers aids, parents and students collectively on a school project.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

13. I know that words can have positive or negative affects another person.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

14. Everyone has strengths and weaknesses.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

15. I am not threatened by conflict.

STRONGLY AGREE AGREE DON'T KNOW DISAGREE STRONGLY DISAGREE
1 2 3 4 5

STUDENT QUESTIONNAIRE

THIS COVER PAGE IS TO BE COMPLETED BY THE TEACHER FOR EACH STUDENT.

Student ID No. or Name _____

Sex: Male or Female

Age: _____

Grade: _____

Race:

_____ Asian
_____ African American/Black
_____ Hispanic
_____ Native American Indian
_____ White
_____ Other: Please list: _____

THE QUESTIONS THAT FOLLOW ARE TO BE COMPLETED BY THE STUDENTS.

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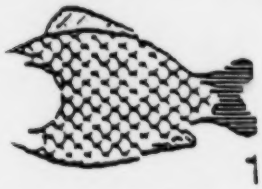


1. Is it o.k. for you to hit someone to get them to do what you want?

◯ yes ◯ don't know ◯ no

2. Do you think there are times when you have to fight?

◯ yes ◯ don't know ◯ no

3. Do you try to stop your friends from fighting?

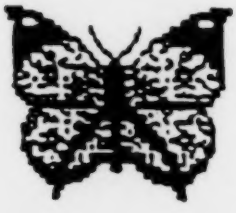
◯ yes ◯ don't know ◯ no

4. Do you think fighting is the best way to solve a problem?

◯ yes ◯ don't know ◯ no

5. If you get mad at someone, do you stay away from them?

◯ yes ◯ don't know ◯ no



6. Do you like to play by yourself?

◯ yes ◯ don't know ◯ no

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7. Are you nice to other people?

○ yes ○ don't know ○ r

8. Is there one thing you do really well?

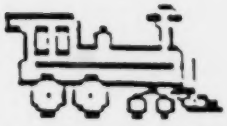
○ yes ○ don't know ○ r

9. Do you like to play with kids that are di
from you?

○ yes ○ don't know ○

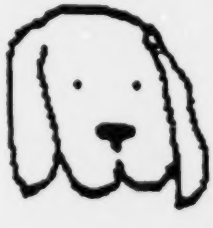
10. Do you ever wish you lived someplace
where people don't know you?

○ yes ○ don't know ○



11. Are you good at telling stories?

○ yes ○ don't know ○



12. Do you ask questions if want to kno
about something?

○ yes ○ don't know

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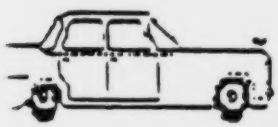


13. Do you think it is hard to know how other people feel?

○ yes ○ don't know ○ no

14. Do you like to help other people?

○ yes ○ don't know ○ no

15. Do you have lots of friends?

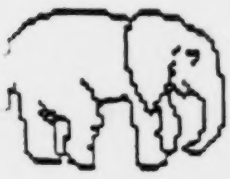
○ yes ○ don't know ○ no

16. Do you like yourself most of the time?

○ yes ○ don't know ○ no

17. Do you think all kids should look and act the same way?

○ yes ○ don't know ○ no



18. Do you always do what your friends do?

○ yes ○ don't know ○ no

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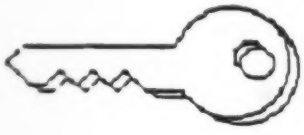
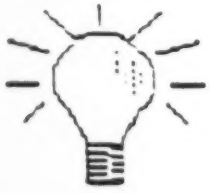
19. Is it hard for you to make new friends?

○ yes | ○ don't know | ○



20. Do you like to listen to other people te.. stories?

○ yes | ○ don't know | ○

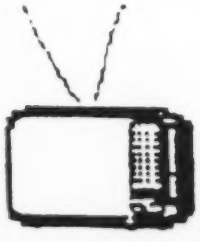


21. Do you think that talking about a probl better than fighting?

○ yes | ○ don't know | ○

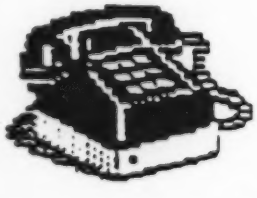
22. Do you like to play in a group with oth

○ yes | ○ don't know | ○



23. Do you like school?

○ yes | ○ don't know | ○



24. Are you mean to people sometimes?

○ yes | ○ don't know

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_____ Date _____

_____ Position _____

_____ Yrs. Experience _____

Below are some statements and questions concerning your perceptions conflicts in your school, as well as your perceptions of students' tudes about conflict resolution. Please respond to each item as tly as possible, without pondering too long on any one. Your general

ssions are all that is needed. There are no correct or incorrect nses. The purpose of the items is to discover what you think about ous aspects of student interrelationships. Please be certain to nd to every item.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
When I have a conflict with a colleague, I usually end up raising my voice.	_____	_____	_____	_____
Sometimes student conflicts can only be resolved by the school administration.	_____	_____	_____	_____
I feel confident that most students can find solutions to their own problems.	_____	_____	_____	_____
When I have a conflict with someone, I usually would rather not discuss it with them.	_____	_____	_____	_____
In my school, conflicts between students usually require adult involvement.	_____	_____	_____	_____
I spend too much time arguing with students.	_____	_____	_____	_____
Most of the students I encounter feel good about themselves.	_____	_____	_____	_____
Disruptive students need to be punished.	_____	_____	_____	_____
Often students don't realize when they have a problem.	_____	_____	_____	_____
Many of the problems my students face are less serious than they think they are.				

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	STRONGLY DISAGREE	DISAGREE	AGR
11. A student must like a teacher before the teacher can help solve the student's problem.	_____	_____	___
12. Kids with the most problems usually don't like being at school.	_____	_____	___
13. Calling parents is an effective means of resolving student conflicts.	_____	_____	___
14. I know who the troublemakers are in my class.	_____	_____	___
15. Given enough time, most conflicts resolve themselves.	_____	_____	___
16. Hardly a day goes by when someone at school doesn't cause a conflict with me.	_____	_____	___
17. Conflicts stir up too many emotions to be worth resolving.	_____	_____	___
18. Many kids will turn to a peer for help before they will go to a teacher.	_____	_____	___
19. Most students like getting involved in school activities	_____	_____	___
20. Kids have difficulty expressing their feelings.	_____	_____	___
21. Most of my students know how I feel about them.	_____	_____	___
22. There are more student conflicts in my school than there should be.	_____	_____	-
23. Too many kids do not know where to turn for help.	_____	_____	
24. I know how each of my students feels about me.	_____	____	
25. I have a responsibility to help students resolve their conflicts.	_____	—	10.

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	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Sometimes "fighting it out" is healthy for kids.	_____	_____	_____	_____
Most kids who cause trouble have bad home environments.	_____	_____	_____	_____
When I have a conflict with someone, it's usually their fault.	_____	_____	_____	_____
It's hard to really "get to the bottom" of students' conflicts.	_____	_____	_____	_____
There is a place for corporal punishment in the schools.	_____	_____	_____	_____
In my school, students with problems do not have enough sources of help.	_____	_____	_____	_____
If it were up to me, certain kids would be expelled from school.	_____	_____	_____	_____
Peer pressure usually has a negative effect on students.	_____	_____	_____	_____
We give kids more responsibility than they are able to handle.	_____	_____	_____	_____
I would rather avoid a person I am in conflict with than argue.	_____	_____	_____	_____

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_____ Date _____

ol _____ Age _____

On these pages are some statements that students your age sometimes
k about. The purpose of these statements is to give you a chance to
now you feel about a variety of things. For each statement, put an "X"
ne line under the word that describes how you feel about the
ement. Some of the statements you may feel more strongly about than
rs, but just put an "X" under the word that describes most closely how
feel. Please be sure to tell how you feel about every statement.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Sometimes a person doesn't have any choice but to fight.	____	____	____	____
If I'm mad at someone I just ignore them.	____	____	____	____
Most kids would like to have me as a friend.	____	____	____	____
If someone hits me I usually hit them back to get even.	____	____	____	____
There are better ways to solve problems than by fighting.	____	____	____	____
Most of the time I feel good about myself.	____	____	____	____
When my friends fight I try to get them to stop.	____	____	____	____
It's hard to know what to do when I get mad at someone.	____	____	____	____
I get along really well with other people.	____	____	____	____
I try to talk out a problem instead of fighting.	____	____	____	____
To help someone with a problem you have to know how they feel about it.	____	____	____	____

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	STRONGLY DISAGREE	DISAGREE	AGREE
12. Other kids will think I'm a chicken if I don't fight when someone makes me mad.	_____	_____	_____
13. I think most people at school really like me.	_____	_____	_____
14. Sometimes it's hard to stay out of fights at school.	_____	_____	_____
15. I can think of at least one thing I'm really good at.	_____	_____	_____
16. It's easy for me to explain things to other kids my age.	_____	_____	_____
17. I don't like school very much.	_____	_____	_____
18. I'm good at helping people solve their problems.	_____	_____	_____
19. Sometimes it's fun to make teachers mad in class.	_____	_____	_____
20. I have a hard time solving my problems.	_____	_____	_____
21. I'm good at asking questions when I want to find something out.	_____	_____	_____
22. When people talk I have a hard time paying attention.	_____	_____	_____
23. It's hard to figure out how other people are feeling.	_____	_____	_____
24. When kids I'm with do something bad I usually go along with them.	_____	_____	_____
25. Other kids would think I'm weird if I tried to stop a fight.	_____	_____	_____
26. I don't like school very much.	_____	_____	_____
27. I work well with others.	_____	_____	_____
28. It's important to me that adults think I'm OK.	_____	_____	
29. My teachers really care about me.	_____	_____	

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	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I like school and look forward to coming most days.	____	____	____	____
I wish kids thought of me differently than they do.	____	____	____	____
I treat other people well.	____	____	____	____
I want to do well in school.	____	____	____	____
Teachers think I'm a troublemaker.	____	____	____	____
Going to school is as important as playing.	____	____	____	____
I like to get involved in school activities.	____	____	____	____
Other kids think I cause a lot of trouble.	____	____	____	____
I like to help my teachers.	____	____	____	____
I wish I lived someplace else where people didn't know what I'm like.	____	____	____	____
I like being with other kids just like me	____	____	____	____

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APPENDIX D

Activities

Students' Creative Response to Conflict Activity

Cooperative Discipline School Action Plan

COMMUNICATION

Workshop Fifteen

jectives

identify good and poor listening
motivate students to be good listeners.

enda

hering
enda Review
ivity: **Introduction to Listening**
cess Activity
ivity: **Good and Poor Listening**
cess Activity
luation
sing

terials

rkers, newsprint, masking tape.

tivities Description

roduction to Listening[1]:
students, "Why is listening important?" Write their answers on either the board or
vsprint. The type of answers they express should include these categories:

- to get information
- to learn
- to understand what someone else needs
- to know how someone feels
- to enjoy certain kinds of activities (music, movies, TV)
- to find out what you need
- to share and be close to someone you like
- to defend yourself against blame or danger

cess Questions:
n you tell about a time when you didn't listen and you wished you had?
en might it be dangerous not to listen?

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Good and Poor Listening[1]:

Ask a student to come up to the front of the room and tell you about the last movie sl saw. As the student speaks, demonstrate poor listening by:

- looking away
- looking bored
- interrupting
- looking at your watch
- laughing in an inappropriate place.

Stop the roleplay after a few minutes and have the class applaud the student. Then ask t

- Was I listening to (student's name)?
- How did you know I wasn't listening?
- What did you see me do that told you I wasn't listening? (Write responses board.)
- How did (student's name) react when I didn't listen?
- How do you think (student's name) felt when I didn't listen?

Write nonlistening behaviors on the board. Then ask another student to come up to the f tell you about his or her favorite movie. As the student speaks, demonstrate good liste

- keeping eye contact
- facing partner, nodding and smiling if appropriate
- not interrupting
- asking questions that are relevant and will help you understand
- restating what you hear to make sure you understand

Stop the roleplay after a few minutes and applaud the student's participation. Then ask th

- Was I listening this time?
- How did you know/what did you see me do that told you I was listening? responses on the board.)
- How did (student's name) respond when I listened?
- How do you think (student's name) felt when I listened to him or her?

Write the good listening behaviors on the board.

Process Questions:

What can happen when you don't listen to someone?
How can you show someone you're listening?
How do you feel when someone listens to you?
How do you feel when someone doesn't listen to you?
When do you think it is most difficult to be a good listener? (Try to elicit responses to conflict situations.)

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Step 6: Involve parents as partners

1st phone call: **Date** _____ **2nd phone call:** **Date** _____

Parent Response: ____ Send School Action Plan **Parent response:** _____

____ Schedule conference _____

Conference: **Date** _____ ____ Parent-teacher ____ Parent-teacher-student

Others attending _____

Parent suggestions _____

_____

_____

Student suggestions _____

_____

_____

Suggestions of other participants _____

_____

_____

Home Action Plan developed? ____ Yes ____ No

Follow-up conferences _____

_____

_____

_____

_____

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APPENDIX E

Cooperative Discipline School Action Plan

Name of student _____ Date _____

Step 1: Pinpoint and describe the child's behavior	Step 2: Identify the goal of the misbehavior	Step 3: Choose intervention techniques
1. _____	_____	_____
_____		_____
2. _____	_____	_____
_____		_____
3. _____	_____	_____
_____		_____

Step 4: Select encouragement techniques

Capable: _____

_____

_____

Connect: _____

_____

_____

Contribute: _____

_____

_____

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Cont

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